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ABSTRACT

The final volume in a series on Project REACH (Regular Education for All Children with Handicaps) is addressed to administrators involved in integrating severely disabled students into regular public schools. The manual is intended as a trouble-shooting tool with information on background theories and specific strategies. An introductory chapter setting forth the rationale for integration is followed by discussion of major issues, concepts, and terminology. Suggestions for accomplishing district-wide change focus on analyzing the environment; agreeing upon goals, objectives, an information base, and job responsibilities; and providing written material about the project. Suggestions are then delineated for central office staff and school site principals. Twelve frequently asked questions on logistics and costs are answered, and project components (inservice, parent-community mobilization, and structured interaction approach--the Inventory Process for Social Interaction) are examined in three chapters. The document concludes with an abstract bibliography on relevant special education literature. (CL)

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REGULAR EDUCATION FOR ALL CHILDREN WITH HANDICAPS

PROJECT REACH ADMINISTRATOR'S MANUAL

(PRAM)

by

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Notice

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PREFACE

This book was written for administrators who are about to integrate severely disabled students into the regular educational life of their school districts. The guidelines we offer you came from a three-year project that was conducted jointly by the San Francisco Unified School District and San Francisco State University. Project REACH -- Regular Education for all Children with Handicaps -- was federally funded to create a program of services that would make it possible for severely disabled students to receive an education, in self-contained classrooms, within regular elementary and secondary schools. Although we never defined integration to mean that severely disabled and nondisabled students would share academic classrooms, or academic learning time, one major goal of REACH was to find ways to promote positive contacts between disabled and nondisabled students in the hallways and cafeterias, at assemblies and on the school playground.

Moving autistic, deaf-blind, severely/profoundly retarded and other seriously disabled children into a new learning environment, setting up appropriate support services, and dealing with the anxieties of nondisabled people is a complex task. Developing a successful integration plan with San Francisco Unified was even more of a challenge. San Francisco Unified School District (SFUSD), a large metropolitan school district, whose organizational complexity, recent need to consolidate schools, and chronic shortage of funds is typical of many urban school districts. SFUSD is also more ethnically, culturally and linguistically diverse than most other U.S. school districts. SFUSD students speak more than 23 languages, and represent many different ethnic groups, countries, values, and traditions. Still, through trial and error, and a great deal of planning, many problems of communication were overcome. By the end of the project, nine new classrooms were integrated within SFUSD, and the district had committed itself to the administrative practices that were hammered out during the project.

In presenting those practices and the theories and issues behind them, we realized that it would be impossible to take a cookbook approach toward integration, and provide recipes that would work for every school district. Instead, it is our hope that this manual can serve as a trouble-shooting tool that can be adapted as needed. The background information, specific strategies, theory, and references we've included in this book have been selected accordingly. Four companion volumes have been written to elaborate on certain other key aspects of an integration program -- specifically, inservice, parent/community involvement, evaluation, and the development of a social interaction curriculum. For further information on REACH goals, staff composition and evaluation procedures, please contact:

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San Francisco, CA 94132

TABLE OF CONTENTS

PREFACE

1. INTRODUCTION: WHY INTEGRATION? 1

   A. P.L. 42-142. 1
   B. A Brief Historical Summary 2
   C. The Present. 3
   D. The Target Audience for This Guide 5

2. MAJOR ISSUES, CONCEPTS AND TERMINOLOGY 6

   A. Severely Disabled. 6
   B. The Term "Handicapped" vs. the Term Disabled 7
   C. Severely Disabled Integration. 7
   D. Inservice. 8
   E. Social Interaction 8
   F. Interaction vs. Mainstreaming. 9
   G. Least Restrictive Environment. 10
   H. Age-Appropriate. 10
   I. Individualized Education Program (IEP) 11
   J. Transdisciplinary Approach 11

3. STRATEGIES FOR DISTRICT-WIDE CHANGE. 13

   A. A Look at the Environment for Change 13
   B. Applying the Change Model. 16
   C. Agreeing upon Goals, Objectives, an Information Base, and Job Responsibilities 16
   D. Providing Written Material about the Integration Project. 17
   E. Developing a "Contact Protocol". 18
   F. Disseminating Information through Meetings 19

4. PLANNING INTEGRATION POLICY: SUGGESTIONS FOR THE DOWNTOWN ADMINISTRATOR AND OTHER CENTRAL OFFICE STAFF 20

   A. The Need for a Longitudinal, Systematic Plan 20
   B. Preludes to Formulating the Plan: Gathering Information and Answering People's Questions . 20
   C. Forming an Integration Planning Committee. 21
   D. Designing the Integration Plan 21
   E. Environmental Criteria 22

5. WORKING OUT A DAY-TO-DAY INTEGRATION PLAN: SUGGESTIONS FOR THE SCHOOL SITE PRINCIPAL 32

   A. Gathering the Appropriate Information. 32
   B. Formulating a Tentative Site Plan. 33
   C. Revising and Gaining Acceptance of the Plan. 33
   D. Assessing the Physical Plant and the Progress of the Plan 33

6. COMMON CONCERNS FOR ADMINISTRATORS: TWELVE FREQUENTLY-ASKED QUESTIONS ABOUT LOGISTICS AND COSTS . . 34

A. Which Students Should be Moved out of the Segregated Facility First? 34
B. Which Regular Education Sites Should be Selected for Integration?. 35
C. What if a School Site Principal is Against Integration? 36
D. How will Teachers of Severely Disabled Students be Selected for the New Integrated Sites?. . . 36
E. How Will Therapy and Other Related Services be Managed?. 37
F. Who Will Have Ongoing Mangement Responsibilities for the Integrated Site? 37
G. Who Will Serve as a Centralized Inservice Team?. . 41
H. How Will a Centralized Inservice Staff Team Receive its Information and Training?. 42
I. How Will Release Time for Teachers be Arranged?. . 43
J. Where Will the Necessary Training Materials be Obtained. 44
K. What Kinds of Building Modifications Will Have to be Made?. 45
L. What about Transportation? 46

7. THE INVENTORY PROCESS FOR SOCIAL INTERACTION (IPSI). . 49

8. REACH INSERVICE: THE AWARENESS AND INSERVICE MANUAL (AIM). 51

A. The Characteristics and Emphasis of REACH Inservice. 51
B. Structured Interactions. 52
C. Informational Presentations. 52
D. Ongoing Modeling 52
E. Media for Inservice. 53

9. THE PARENT AND COMMUNITY TOGETHER MANUAL (PACT). . . . 54

A. Three Options for Involving Parents in the Education of Their Children: the Parents as Teacher Model, the Mixed Model, and the Trainer of Trainers Model. 55
B. Key Features of the Parent Program: Assessing Parents' Needs and Linking Parents with Existing Services and Resources. 56
C. The First Step: Forming a Parent Support Group. . 58

10. A DESCRIPTION OF THE RELEVANT LITERATURE 59

A. Abstract Overview. 60
B. Abstracts. 65

GLOSSARY

ADDITIONAL BIBLIOGRAPHY

1. INTRODUCTION: WHY INTEGRATION?

A. P.L. 94-142

The law requiring public schools to provide a "free and appropriate" education for all disabled children was enacted by Congress in 1975. P.L. 94-142 stated that there were six major aspects of an "appropriate" education:

- zero reject (All children aged three-21 were to have a free, public education, regardless of the severity of their disabilities)

- nondiscriminatory assessment (Evaluation procedures must be sensitive to cultural factors. They must also be administered in a child's native language, and with the informed consent of parents. A variety of tests must, be used and they must be validated for a specific purpose.)

- individualized education programs* (Generally, the IEP requires that disabled children be provided with a meaningful education, appropriate to their abilities. The law spells out seven required components, and specifies who should participate in drawing up the IEP.)

- least restrictive environment* (To the maximum extent possible, disabled children should be educated with nondisabled peers, in such a way that the education of neither is compromised.)

- due process (Both professionals and parents are legally responsible for the educational decisions they make on behalf of the disabled child.)

- parent participation (Parents are given access to educationally relevant information, and are involved in educational decisions.)

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* Terms with an asterisk are defined in the Glossary

Integrating severely disabled children into the same schools that all other children attend was a logical extension of all six of these ideas. But the logic in mandating integration and the potential benefits may not be apparent to anyone not familiar with the recent history of special education.

B. A Brief Historical Summary

Before the 1960's, severely disabled individuals were generally viewed as a surplus population, a group apart from the mainstream of society, with little or no ability to participate in the educational, recreational and vocational life of their home communities. (Farber, 1968) [see p. 98] Seen as consumers of public monies who would always be in need of help and care, they had little opportunity to create anything other than a picture of permanent childhood. As a result, severely disabled individuals were traditionally placed in institutions, and consigned to segregated school programs that were oriented toward custodial care -- toileting, feeding and "keeping them busy" recreational activities. (Larsen, 1977) [see p. 79]

A turning point in these attitudes came during the presidency of John F. Kennedy. His appointment of the President's Panel on Mental Retardation (1963) was a first step toward looking at disabled people as capable of an active, self-sufficient future, and the Panel's subsequent reports legitimized this change in viewpoint. Their recommendations that federal and state legislation should be reviewed, and that money should be allocated to special education research added momentum to the work of people who sought to maximize the potential of severely disabled people.

Through the late 1960's and early 1970's, professionals in the field of special education developed a number of new techniques and programs for effectively teaching severely disabled students. Because a growing number of severely disabled individuals could then be "deinstitutionalized" and live within their home communities, new segregated schools were built, including development centers, schools for the trainable mentally retarded, and various other "special category" schools.

Support for building and maintaining these separate centers was entrenched in educational history, although emotion also played an important part in isolating severely disabled students. For many years, so few programs had existed for the severely disabled that the construction of a new facility or the expansion of services to this population was considered a move in the right direction. On the emotional level, segregated sites protected both the nondisabled and the disabled. For students with disabilities, segregation meant that people wouldn't stare or tease and feelings wouldn't be hurt. For nondisabled individuals, segregation made it unnecessary to deal with uncomfortable feelings, guilt, and the questions raised by acknowledging personal differences.

C. The Present

After 1975, when Congress passed P.L. 94-142, history and emotion were no longer enough to justify the isolation of severely disabled children. As a growing number of programs explored the potential of students with severe disabilities, the concept of normalization (Keith, 1979; Wolfensberger, 1972) [see p. 77, 99] began to take hold. The idea of normalization -- a philosophy that says that disabled people should be physically and socially integrated into society to the greatest extent possible -- raised educators' awareness that the schools won't have to lay the groundwork for drawing disabled people into the mainstream. School administrators, special education personnel, parents, legislators, and others began to question the efficacy of segregated, custodially-oriented programs. Many realized that the negative outcomes of segregation include:

- Inappropriate behaviors. If severely disabled students are only exposed to other severely disabled students, poor modeling patterns are reinforced. The result is the persistence of inappropriate behaviors.

- Low expectations. Teachers working within segregated, homogeneous school programs may have the same severely disabled students for a number of years, and may be unlikely to change the educational routines they use with their students. These unchanging routines can result in teachers having low expectations for their disabled students. At the same time, students' access to new stimuli is limited.

- A lack of age-appropriate activities.* Teachers working in segregated facilities have little exposure to the ways in which nondisabled students interact with each other, and little opportunity to see what behaviors are typical for various age groups. Teachers may then have difficulty in setting up age-appropriate, meaningful educational activities and social interaction programs for their severely disabled students.

- No emphasis on independent or semi-independent functioning within the community. As they proceed through a continuum of segregated* educational settings, severely disabled students experience a degree of social and behavioral deprivation that makes it virtually impossible for them to function independently, or semi-independently within the community as late adolescents or adults. It is then equally unlikely that severely disabled individuals will fit into the mainstream of their communities once they have completed school. As a result, many severely disabled individuals end up in state institutions and must be maintained by public monies until death. Instituicnalization often costs

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* See the Glossary

$60,000 per person, per year.

As these and other problems have been documented, researchers and others involved in special education have sought alternatives to segregation. To date, the most viable and effective alternative has been the integration of severely disabled students into regular education settings. During the last five to ten years, successful integration programs have been set up in schools in Madison, Wisconsin; Albuquerque, New Mexico; and Hawaii. In Tacoma, Washington, the regular public schools began educating severely disabled students in 1958. These school systems have collected data that demonstrate that properly implemented integration has substantial benefits for both disabled and nondisabled students, parents, and teachers. Some major benefits are:

- Severely disabled students have the opportunity to learn age-appropriate social behaviors from nondisabled schoolmates. (Appolloni & Cooke, 1978) [see p. 67]

- Nondisabled students improve their understanding and appreciation of people's differences and similarities when they participate in inservice instruction on the abilities and special needs of severely disabled individuals.

- Teachers of severely disabled children are better able to develop social and behavioral goals, objectives, and educational programs that are relevant and age-appropriate to their students, because they can readily observe how nondisabled children of the the same age behave.

- Teacher satisfaction increases as teachers of severely disabled children see their students learn appropriate behavior, and teachers of nondisabled children see their students grow -- not only in understanding and sensitivity -- but in responsibility-taking, through shared activities.

- General education teachers who have children with learning and behavioral problems have access to teachers whose expertise with severely disabled students enables them to suggest effective problem-intervention techniques.

- Parents of severely disabled students have the opportunity to become less isolated from others in the community, through participation in general education school activities.

- Parents of severely disabled students have the satisfaction of seeing their children prepare for a more active, productive future by sharing, playing and learning with nondisabled schoolmates.

D. The Target Audience for this Guide

This guide is designed to cover the background information that school administrators will need to interpret P.L. 94-142, develop placement policy for severely disabled students, and work out district and/or site plans for integration. But the content we present should also be of use to other school district personnel, including teachers; to state educational personnel; to certain state hospital administrators; to certain state or federally-funded programs, and to parents.

Readers of this guide may want to pass it on to any of the people listed below.

School District Personnel (Local Educational Agencies):

- Superintendents of schools
- Associate/assistant superintendents in charge of special education
- Directors of special education
- Program managers for special education (who may deal with the placement of students and school personnel, and/or determine site locations for students)
- Coordinators of staff and curriculum development
- School principals, and/or head teachers at general education sites, and development centers

State Education Associations (State Educational Agencies):

- State directors of developmental disability boards
- State department heads of personnel preparation units
- State department directors of special education

State Hospitals and/or Institutions:

- Directors of educational programs
- Ward supervisors

State and/or Federally-Funded Severely Handicapped Integration Projects:

- Principal investigators
- Project directors
- Site or unit coordinators

Parents:

- Presidents of PTAs (special, and general education divisions)
- Chairpersons of school district parent groups, committees, and advisory groups
- Directors of community agencies serving severely disabled individuals
- Advocates for parents, or parent groups desiring integration

2. MAJOR ISSUES, CONCEPTS AND TERMINOLOGY

Before beginning to develop an integration plan, the people in your district who will set up classes for severely disabled children will need to agree on the meaning of some key terminology. Below, we've defined "severely disabled," "integration," and other critical concepts in some detail, since an understanding of these terms is a critical first step in designing a realistic integration policy. (See the Glossary for additional definitions.)

A. Severely Disabled:

It's important to realize that the children who have typically been fitted into the category of "severely disabled" have tremendously varying disabilities and educational needs. Attempts to arrive at an all-encompassing definition of "severely disabled" that indicates the educational and environmental needs of this one percent of our population are highly problematical. Sailor and Guess (1983) have pointed out that traditional labels (i.e., autistic, deaf-blind, multiply disabled, trainable mentally retarded and severely profoundly retarded), are based on identification procedures that utilize subjective parameters, nonstandardized assessments, and checklists of characteristics. None of these procedures provide the accuracy or information needed as a basis for developing meaningful school programs. Sailor and Guess describe children with severe disabilities as follows:

> Children who are severely handicapped are significantly delayed in their development relative to their nonhandicapped peers. They learn, under the most ideal conditions, at a significantly slower rate than nonhandicapped students or students in remedial special education programs. Their learning impairment is usually associated with significant delay in several critical aspects of development. (Sailor and Guess, 1983, p.12)

They suggest that the definition of severely handicapped cannot be left at a description of disability. It must go hand in hand with goals for programmatic instruction, and suggestions for modifications and adaptations of the student's learning and physical environment.

As Guess and Mulligan (1981) [see p. 98] point out, the severely disabled student is primarily characterized by functional retardation, which can imply a delay in the realm of independent selfcare skills, social development, physical development, communication skills, sensory motor development, and the ability to generalize information from one environment to another.

Traditionally, severely disabled students have been victimized because of their disability or delays. As informed professionals, it has become our challenge to change this attitude, by developing instructional and physical environments where maximum learning can occur in school settings that provide the least restrictive environment possible.

B. The Term "Handicapped" vs. the Term "Disabled"

To many people within the field of special education, the labeling of handicapped or exceptional children has been an area of concern, because of the negative implications such labeling has had. Historically, labels have served not merely as descriptions of disabilties, but as ways of limiting the physical, behavioral, intellectual, and educational development of the labeled students.

Descriptions of disabilities can serve as indications that special services are needed (e.g., speech therapy,* etc.), or they can provide a self-fulfilling prophecy, stigmatizing the educational, emotional, and social future of children, youth, and adults. Because people who have disabling conditions are "handicapped" only in the view of those who think of disability as lack of ability, this manual avoids the term handicapped and uses disabled instead.

C. Severely Disabled Integration

The REACH Project defines integration as the removal of severely disabled students of school age (i.e., three-21) from segregated settings, including development centers, and other categorical schools, and placing them into self-contained* classrooms on age-appropriate (see the definition in this chapter) regular education campuses. Integration implies more than the closeness in proximity of severely disabled and nondisabled students. (Raver, 1979; Hamre-Nietupski and Nietupski, 1981) [see p. 84, 75] Ideally, it means supporting the transfer of severely disabled students into regular schools with responsive inservice programs.

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* See the Glossary

In general, integrated education is based on the following premises:

- severely disabled students must be placed on a regular school campus in close proximity with nondisabld peers
- activities must be developed and implemented that ensure systematic social interactions with nondisabled students in a variety of school environments. Special friends and/or peer tutoring should play a key role in this activity plan
- a functional life skills curriculum and integrated support services are essential to instructional planning
- placements of severely disabled students must be age-appropriate

D. Inservice

REACH identifies inservice as a practice that is critical to the achievement of successful integration. The focus of inservice is to describe the purpose of integration, and provide accurate information about the needs and special abilities of severely disabled students. It serves as a tool, encouraging general educators to develop school site plans that promote a variety of opportunities for severely disabled and nondisabled children to engage in positive social interactions. (Inservice is discussed in more detail in Chapter 8)

E. Social Interaction

REACH and a number of other integration programs in Wisconsin, New Mexico, Hawaii and the State of Washington, as well as the authors of the recent literature on integration (Stainback and Stainback, 1981; Dunlop, Stoneman and Cantrell, 1980; Brown, Wilcox, Sontag, Vincent, Dodd and Gruenewald, 1977) [see p. 89, 71, 70], have identified social interaction between severely disabled and nondisabled students as another critical practice in making integration succeed. Social interaction implies:

- close proximity between disabled and nondisabled people
- appropriate physical contact
- eye contact
- some form of two-way communication, through oral or sign language, communication cards or board, facial expression, etc.

- reciprocity* in playing age-appropriate games with nondisabled peers

Initially, the settings for social interaction usually include the school playground, cafeteria, hallways, assemblies, and field trips. When appropriate, social interactions can also be encouraged in classrooms where nonacademic activities are being conducted (i.e., music, art, and physical education). Many of the exemplary projects encourage integrated activities and social interaction through peer tutoring and special friends and buddy system programs. (Voeltz, 1980, 1981; Voeltz and Brennan, 1982; Almond, Rogers and Krug, 1979) [see p. 94, 93, 92, 66]

In referring to interactions between same age peers, we're not implying that severely disabled and nondisabled students should become best friends -- this would be an unrealistic expectation. But REACH has observed and does promote social exchanges that lead to understanding, acceptance, appreciation of differences, and the development of "special friendships." (Stainback and Stainback, 1982; Stainback, Stainback and Jaben, 1981; Guralnick, 1976) [see p. 86, 87, 74] Through participant observation techniques and videotape recordings, REACH has documented that a well-structured social interaction program can make a positive difference for both severely disabled and general education students. Most of the change fits into the following two categories:

- An increase in and an acceleration in the mastery of age-appropriate social behaviors by severely disabled students.
- Increased sensitivity and understanding of differences on the part of nondisabled students.

F. Integration vs. Mainstreaming

Although one vital aspect of integration is to encourage social interactions between disabled and nondisabled students, integration is not the same as mainstreaming. Unlike mainstreaming, the focus of integration is not to move severely disabled students into the general education classroom during academic programming; this wouldn't serve anyone's educational needs. Rather, the point of integration is to establish a school environment that provides numerous opportunities for severely disabled and nondisabled students to play, grow, and learn from each other.

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* See the Glossary

G. Least Restrictive Environment

P.L. 94-142 requires that school districts provide educational programs for disabled students in "the least restrictive environment" (or, as some have phrased it, "the least restrictive alternative"). "Least restrictive" has been interpreted as meaning that a disabled child is to be placed within a learning environment that approximates the regular classroom as closely as possible. This environment is to be provided in a manner that is beneficial to the individual child and to pupils in the regular classroom. (Handbook for Parents of Special Education Children, Department of Special Education, San Diego Schools)

Recent research delineates the least restrictive environment as a self-contained, classroom at an age-appropriate general education school, where the child can attend class with his or her disabled peers, and socially interact with nondisabled classmates of the same age. (Gilhool and Stutman, 1978; Abeson and Zettel, 1977; Brown, et al., 1977) [see p. 72, 65, 70]

H. Age-Appropriate

In segregated "development centers" and other special schools where severely disabled students are taught, children have traditionally been grouped with those who share a similar disability, or level of cognitive functioning. Within segregated facilities, it is thus common to see very young children in the same learning groups and classrooms as teenage students -- a type of educational grouping that would be considered preposterous in regular education classrooms. Given limited exposure to social interaction patterns that are appropriate to their age, the students are unlikely to learn positive behavior, and their inappropriate behavior increases dramatically.

Arranging students by age and grade level serves more than a socializing function, though. It also has other educational benefits. Clustering severely disabled students in classrooms by age not only promotes more acceptable behavior patterns, but also helps students develop functional life skills. Teachers working with severely disabled students must design a curriculum for each student that is based on what nondisabled peers need to know to live independently in school, home, and community environments. The age-appropriate regular school provides the information the teacher needs to develop this curriculum. For example, it is educationally inappropriate for severely disabled students of high school age to practice putting pegs in holes, whereas putting quarters into a coin-operated washing machine requires the same manipulative dexterity, and serves as training in an independent living skill. Since nondisabled high school students are much more likely to be seen washing clothes in a laundromat than putting pegs in holes, they serve as reminders that disabled students need to learn such skills as using the laundromat or supermarket, making change, etc. By placing severely disabled students on regular school campuses, teachers can make critical decisions concerning age-appropriate functional life skills programs. Their exposure to what nondisabled students do at specific ages provides a wealth of material leading to an effective curriculum for disabled children and youths.

For these reasons, it is critical that severely disabled students be grouped in their special classes according to their chronological age. And, that these classes be placed on general education campuses, where lower elementary school children (i.e., five to seven-year-olds) and upper elementary school (i.e., eight to 10-year-olds) can have contact with other lower and upper elementary school children; 11 to 13-year-olds can have contact with other middle school children and 14 to 18-year-olds can have contact with other high school students.

I. Individualized Education Program (IEP)

According to the the Office of Special Education's policy paper on the IEP, schools are responsible for devising an IEP for each severely disabled student. The IEP is to state the student's educational goals and objectives, within the context of an environment that provides for social interactions between disabled and nondisabled students. Ideally, the IEP should also have a statement stipulating that all therapy services (i.e., speech therapy, occupational therapy,* etc.) be provided on the integrated site, within the student's classroom. This is known as the "transdisciplinary approach".

J. Transdisciplinary Approach (Integrated Support Services)

The transdisciplinary approach is an educational/treatment model that utilizes a multidisciplinary team of professionals to aid teachers in designing each instructional program. Rather than serving as direct service providers, these professionals function as expert consultants to the teacher, or to the person responsible for implementing instructional programs. (McCormick and Goldman, 1979) [see p. 80] According to this model, the teacher (or direct service provider) coordinates information and services into meaningful teaching strategies. Parents and any of the following specialists may assist in the development of the IEP:

- occupational therapists*
- physical therapists*
- nutritionists
- special education teachers
- social workers

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* See the Glossary

- speech pathologists
- psychologists
- nurses
- neurologists
- ophthalmologists
- itinerant teachers for the visually handicapped*
- audiologists
- orthopedic specialists
- dentists or orthodontists
- family counselors or clergy members

A central assumption in the transdisciplinary approach is the concept of "role release" -- the willingness of team professionals to share general information and the skills of their discipline with each other and the child's parent. (Sailor and Guess, 1983) see p. This doesn't imply that a professional's expertise and skill, requiring years of education, can be transferred in a few training sessions. Role release requires professionals to view themselves in a new light: they must function as instructors, managers of information, and monitors of how the information is translated into a comprehensive educational program. It becomes necessary for the various disciplines to define which activities they must implement themselves, and which activities can easily (and legally) be taught and implemented by the classroom teacher.

In classrooms where teachers were required to incorporate social activities with nondisabled peers as part of each student's IEP, REACH found that the transdisciplinary approach had an added dimension. When we encouraged parents and teachers to include social interaction activities in IEPs, the result was that nondisabled peers became an integral part of severely disabled student's educational programs. After teachers trained peer tutors and special friends in how to implement a sequence of activities (e.g., communication skills, self care, recreation/leisure activities and social skills), the peer tutors and special friends became ancillary service providers. Role release then expanded into the identification, development, and monitoring of activities that could be implemented effectively by general education students. In the REACH Project, the teacher of severely disabled students was generally responsible for training and monitoring nondisabled students who served as ancillary service providers. At schools utilizing peer tutoring programs, the teacher or other professional(s) in charge of implementing the IEP will need to determine how involved they will become in training nondisabled peer tutors and special friends.

To utilize the transdisciplinary approach most effectively, therapists and others who provide services for the disabled student should visit the student's school site, and consult or conduct therapy within the classroom, where they can see and understand the daily program of the student. In this way, the various therapies can be integrated into the student's total day.

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* See the Glossary

3. STRATEGIES FOR DISTRICT-WIDE CHANGE

Educational systems in general are traditionally static in nature, sensitive to criticism, and slow to implement innovative change. Administrators may set up logical patterns of decision-making, only to find that some people balk at following them or that major decisions turn out to be the result of dozens of minor decisions, informally made over the course of time. (Ford and Hergert, 1979) [see p. 98] Since a receptive environment doesn't magically appear just because a school district decides to integrate, it isn't surprising that SFUSD and the REACH staff experienced resistance at many levels of school operations. We found that dealing carefully with this resistance was crucial to the success of the integration program.

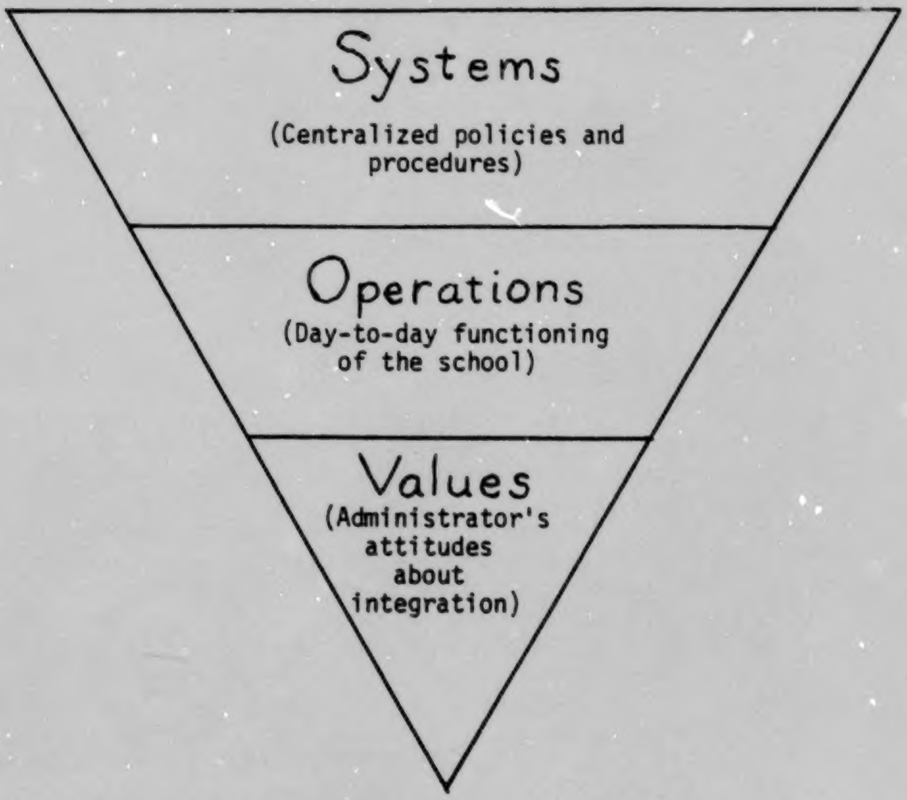
The strategies in this chapter and the next two chapters helped the district and the REACH project survive innumerable storms. The suggestions we present emerged out of three years of close daily collaboration between the district's special day class and REACH personnel and a thorough reading of the relevant literature (see Chapter 10). Integrating even a small number of severely disabled students into regular schools is a complex task that will have system-wide reverberations. (Yin, 1979; Mirvis and Berg, 1977; Zaltman and Duncan, 1977; Morrish, 1976;) [see p. 99] As the next sections will show, a great deal of attention needs to be paid to the interrelationships within a district, the actual (as opposed to ideal) decision-making procedures, and the political realities.

A. A Look at the Environment for Change

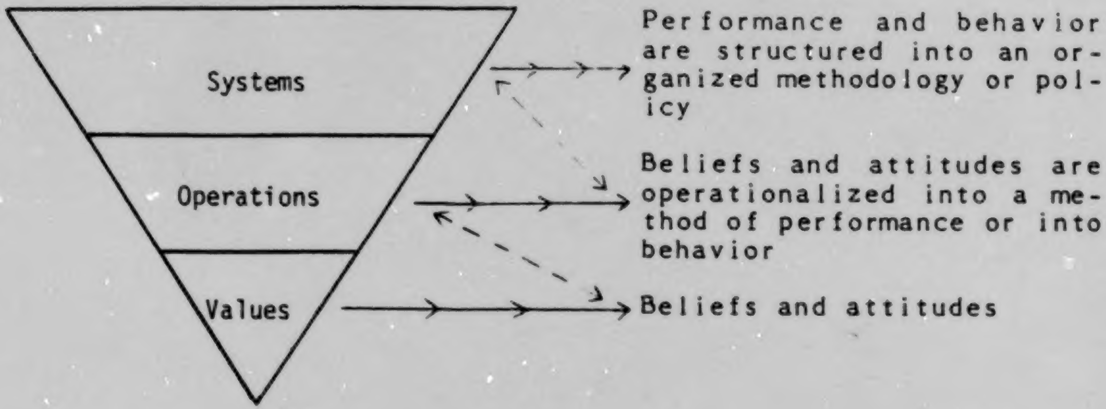
Our observational data indicated that three of the key characteristics in the change process are values, operations, and systems (REACH Participant Observation Data, February 1982-June 1983).

In the model of change utilized during our efforts, the fulcrum is an administrator's beliefs about integration. These attitudes will affect the way he or she runs a school site or district-wide program, and changes at this operational level will, in turn, eventually require new policies and procedures that will systematize the integration program, and thereby cause changes at the systems level of the district. For example, if a school site principal firmly supports integrated education (whether for personal or political reasons), she will make sure that the severely disabled classroom is an accepted part of the school, and that integrated activities are carried out that encourage social interactions between severely disabled and nondisabled students. Over a period of time, if the principal's efforts blend well with the school's general education priorities, (i.e., reading, writing, and math), integration will eventually become part of the regular functioning of the school. The school site will then have changed its daily operations. If this change occurs at a number of sites, district level support will be required, in the form of centralized policies and procedures. During this phase of the process, the district will need to respond by modifying or changing the system.

Conversely, if the principal doesn't support integration, he can obstruct the integration program simply by maintaining existing operations, and placing little emphasis on coordinating activities with the severely disabled classes. Without information and support, the principal who has little interest in integration will have difficulty operationalizing the general education program and the severely disabled program in an integrated format. Hope for integration will then stop at the values level.


Systems
(Centralized policies and procedures)
Operations
(Day-to-day functioning of the school)
Values
(Administrator's attitudes about integration)

Where sufficient information and encouragement moves an administrator toward more positive attitudes toward integration, and a service delivery model promoting integration begins to spread to several school sites, new policies and procedures will need to be developed by the district's central office to institutionalize the change that has taken place. New policies will also be needed to encourage other district schools to integrate on a day-to-day operational level. If the district develops a plan that is longitudinal (i.e., that includes elementary through high schools), and the new policy provides sufficient information and support along with its operational expectations, the values of site staff, nondisabled students, and parents will be affected, and will gradually begin to change. As the figure below shows, systems change occurs through multi-dimensional influences that work from the bottom up and the top down.


Systems
Operations
Values
Performance and behavior are structured into an organized methodology or policy
Beliefs and attitudes are operationalized into a method of performance or into behavior
Beliefs and attitudes

Values, operations and systems are also affected through horizontal exchanges -- i.e., through interactions that occur between peers. The most powerful exchanges tend to happen between colleagues who are at the same level of decision making:

District level administrator ↔ District level administrator

Site administrator ↔ Site administrator

Teacher ↔ Teacher

Ancillary staff ↔ Ancillary staff

Student ↔ Student

Parent ↔ Parent

Community member ↔ Community member

Although we list these levels here in what seems to be a hierarchical structure, our observational data suggest that change moves simultaneously at many levels. For example, in the San Francisco Unified School District, the decision to integrate severely disabled students began at the administrative level. In essence, district level administrators came to an agreement that an integration program would be implemented. But the impetus for initiating and maintaining acceptance of that decision came from teachers, ancillary staff, students, their parents, and community members. They provided the ongoing feedback and rationale for making operational changes and in doing so, established a supportive environment for system-wide change.

B. Applying the change model

As you may gather, the multidimensional nature of the change model we've discussed briefly implies that its application requires sensitivity and attention to the many people who will be affected. The suggestions on the next pages are culled from the mistakes REACH staff made initially, from informal interviews with administrators as the project continued, and from our own experience of seeing that certain procedures had to be followed in order to effect changes in the school environment as a whole.

C. Agreeing Upon Goals, Objectives, an Information Base, and Job Responsibilities

(The following procedures are listed in order of priority, but we used them as reference points for all our activities and tended to repeat them or carry them out simultaneously when working with different groups, or at different sites.)

1. Identifying Common Goals, Objectives, and Activities

The district's special day class program manager and program specialists, in concert with the REACH staff, began program planning by identifying common goals, objectives, and activities during our initial staff meetings. This is a critical prelude to developing an integration plan, since the staff responsible for designing the plan needs to establish a foundation of similar beliefs and identify what activities will be carried out, how, and when. Before agreeing upon an integration plan, staff needs to agree upon the direction of their project efforts.

The procedures used to establish goals included discussion, values clarification, the defining of terms, and the brainstorming of potential problems and possible interventions. To assist in these activities, we hired consultants who had previous experience in developing other successful integrated school programs (in New Mexico and Hawaii).

They helped identify where we might encounter resistance and provided problem-solving methods we could use to deal with the resistance. We also drew upon any material we could find that had been written on the integration of severely disabled students. (Hamre-Nietupski and Nietupski, 1981; Nietupski, Hamre-Nietupski, Schuetz and Ockwood, 1980; Thomason and Arkell, 1980; Voeltz, Kishi, Brown, Hemphill, Fruehling, Levy and Kube, 1980; Voeltz, 1980) [see p. 75, 99, 91, 99, 94] The literature assisted us in pointing out, and allowing us to avoid, common mistakes that had occurred across a number of national projects (see Chapter 10).

2. Having the "Same Story"

During the initial stages of the project, in particular, *we tried to establish that we all had a similar information base* -- "*the same story*". Scheduling joint staff meetings, using consultants, and reviewing the pertinent literature all helped in this. The purpose of having the same story was to ensure that we wouldn't make promises that we couldn't keep, that we were clear on the limits of the project, and that we had common definitions of terms. Having the "same story" was especially critical in the face of resistance. Lack of clarity, unrealistic promises, misinformation, and the like would have weakened our position -- particularly in the eyes of those who actively wanted the effort to fail.

3. Clarifying Job Responsibilities

Because of the large scope of work and limited staff, clarifying our job responsibilities was an important task in successfully implementing the integrated model. As the effort progressed, a number of new activities were phased in while others were being phased out; this process necessitated a periodic review of staff roles. It was also important for district-level and school-site personnel to be aware of and understand evolving job responsibilities.

D. Providing Written Material About the Integration Project

During the initial months of the project, we found that the two-page handout we'd developed describing REACH was a tremendous help to us in introducing people to the project. A written description of the project's relationship with the district, and a definition of key terms seemed to be of particular importance. In addition, the handout identified staff positions and time commitments to REACH and listed the project's address and phone numbers. Essentially, SFUSD and the REACH staff attempted to brainstorm concerns that might require immediate information, then addressed those issues in our two-page flyer.

Eventually, after the project had been going for a year, we supplanted the flyer with a printed brochure that addresses the same issues. The brochure also includes a section on the rationale for integrating severely disabled students, using a point-counterpoint format.

To supplement the flyer and brochure, we developed a library of academic and practical articles that provided additional information, identified successful integration projects across the country and gave the concept credibility. We distributed selected articles (Hamre-Nietupski and Nietupski, 1981; Thomason and Arkell, 1980; Brown, Branston, Hamre-Nietupski, Johnson, Wilcox and Gruenewald, 1979. [See p. 75, 91, 68] Staff also referred people to specific articles, based on our audience's anticipated concerns, or in response to questions asked during presentations. Here, again, it helped for us to have an agreed-upon information base.

E. Developing a "Contact Protocol" or Road Map of the Power Structure

Prior to developing the contact protocol that will be explained below, we identified the management system of the San Francisco Unified School District (SFUSD), taking particular care to find out what the lines of authority were and precisely who did what. SFUSD special education and general education personnel and central office administrators all needed to be aware of the district's transition plan to develop in integrated service delivery model for their severely disabled students.

With the assistance of SFUSD's Assistant Superintendent in charge of Special Education and the district's Special Day Class Program Manager, we established the contact protocol. This was a personnel road map that directed us to individuals within the administration who needed to know about and approve our activities. Following the protocol was extremely important. Personal contact, we found, was more effective than making phone calls, particularly at the beginning of the integration program when we needed to establish rapport and support.

We developed the contact protocol by asking key personnel who in the district needed to know about REACH. A list was established, and personal appointments were made with each key administrator in the district. Each person was provided accurate information about the goals and objectives of the integration project. Written materials describing our efforts were also provided. This was a very successful method for disseminating information and gaining support.

As key advocates were identified through discussions between SFUSD and REACH staff, we also noted that there were a number of individuals who felt very strongly that severely disabled students should stay in segregated programs. Our immediate reaction was to avoid and exclude these individuals from information and planning meetings. This approach resulted in a huge mistake: deliberately excluding people who opposed integration from the information and planning process only created anger, more resistance, and the spread of misinformation and mistrust.

F. Disseminating Information through Meetings

Once we'd obtained permission from key district level administrators to contact those programs, services, and principals of school sites who would be directly involved in integration, we used information sessions as the format for explaining the project, answering questions, and disseminating flyers/brochures and selected articles. At first, we developed and followed a schedule for our sessions, using a clearly-defined format that presented information in order of importance. Within a short period of time, we altered the schedule so that we could be more responsive to the concerns of interested groups, to allegations from resistant individuals to the requirements of scheduled and unscheduled district meetings, and to requests for information.

4. PLANNING INTEGRATION POLICY: SUGGESTED STEPS FOR "THE DOWNTOWN ADMINISTRATOR" AND OTHER CENTRAL OFFICE STAFF

Generally, large school districts have a "downtown administrator" or central office director who deals in system-wide policies and procedures that school principals and other" on-site administrators" have to translate into a workable day-to-day plan. Since the concerns of each of these types of administrators are different, we've devoted this chapter to "downtown administrators" and the next chapter to their counterparts -- the school principals.

A. The Need for a Longitudinal, Systematic Plan

As much of the recent literature documents (Certo, Haring and York, 1984; Sailor and Guess, 1983; Thomason and Arkell, 1980; Raske, 1979; Knapczyk and Dever, 1979; [see p. 98, 99, 91, 83, 78], integration has a substantial impact on regular education programs, as well as on special education programs, and downtown administrators need to identify the policies and procedures that will be most profoundly affected. Integration is unlikely to be successful if the district retains an attitude of "but this is the way we've always done things." Developing a systematic plan is a way to prepare district personnel for altering some traditional policies and habits, and for avoiding a crisis intervention approach to integration. Waiting until a problem arises before developing policy only succeeds in bandaging the problem, letting negative attitudes, form and decreasing the possibility that integration will be accepted. Before any integration activity begins, a plan should be thoroughly worked out. The one exception to this might be a large school district or system that is extremely resistant to integration. In that case, a small-scale pilot project could be a productive first step.

B. Preludes to Formulating the Plan: Gathering Information and Answering People's Questions

The REACH staff suggests that the following be done as first steps:

- Downtown administrators need to provide themselves with accurate information that gives them a philosophical and conceptual understanding of integration. They should also be armed with a rationale that explains why the benefits of integration outweigh the inconveniences. This material can be found in this book, in the books and articles listed in Chapter 8, and in the companion volumes written by REACH staff: the *Awareness and Inservice Manual*, the *Parent and Community Together* manual and the *Inventory Process for Social Interaction*.

- Downtown administrators should have information and documented evidence available that demonstrates the success of other integration projects.

- All the information (i.e., pamphlets, information sheets, media developed by other projects) should be in a readable format so that it can be disseminated throughout the district to site administrators, teachers, ancillary staff and parents.

- Time must be made available for site administrators, teachers, ancillary staff, and parents to *voice their concerns and obtain answers for their questions*. (REACH brought in a consultant from a successful integration project to answer questions, and increase the credibility of the integration concept.)

C. Forming an Integration Planning Committee

Downtown administrators, site administrators, regular education teachers, teachers of the severely disabled, ancillary staff, and parents should be recruited to serve on integration planning committees. These people will function as representatives of those who will be affected by integration (and, as we've indicated, that will be everyone involved in the school district).

D. Designing the Integration Plan

During the initial meetings, we highly encourage you to thoroughly review the system's policies and procedures that will need to be adapted to facilitate integration. SFUSD offices that needed to make significant adaptations were:

- Transportation
- Accounting
- Attendance
- Budget and Finance
- Personnel (in its minimum standards for REACH teacher qualifications)
- Student Assignment
- Curriculum (in its minimum standards for the severely disabled curriculum)

- Custodial Services
- Personnel Evaluation
- Program Evaluation
- Facilities Planning
- Food Services
- Staff Development

Although we can't prescribe any formulas for changing procedures, given the great differences among districts and school sites, we can point out a number of environmental and program elements that will need to be looked at. REACH has identified specific criteria in each of these two categories. They include:

- Environmental Criteria
    - Physical plant characteristics
    - District-wide personnel needs
    - On-site personnel needs
    - Scheduling factors
    - Student placement requirements
    - Desirable teacher and paraprofessional characteristics
- Program Criteria
    - Administrative support requirements
    - Inservice requirements for administrators, regular and special education teachers, ancillary staff (physical therapists, occupational therapists, speech therapists, etc.), and regular education students
    - Parent involvement needs
    - Curriculum standards for teaching severely disabled students
    - Program and staff evaluation needs

Downtown administrators reviewing the criteria below should be able to decide which of their own policies and procedures will be affected. It should then be possible to narrow down and highlight the specific policies and procedures that may need adaptation and/or modification.

E. Environmental Criteria

- Physical Plant Characteristics
    - EXITS are needed near severely disabled classrooms, with ramps for these exits if nonambulatory* students are present.

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* See the Glossary

- Where there is no elevator, a first-floor classroom is necessary if physically disabled students are present, or a classroom on the same level as: the cafeteria, bathrooms, playground, auditorium, gym, and any facilities designated in students' educational program/Individual Education Program.

- If it's a second floor classroom, a large elevator should be available for physically disabled students (with the capacity for more than one student and adult). The elevator needs to be close to the classroom.

- Barriers can exist if they're related to students' goals for mobility. The school site should have some barriers so that severely disabled students learn how to adapt.

- Bathrooms need to be in close proximity -- with at least four accessible stalls in the bathroom. Provisions should be made for having privacy during toileting.

- Classrooms for special education should be dispersed* throughout the school, and be next to non-disabled classrooms. (It is critical to the success of integration that special education classrooms not be placed in one wing or next to each other.)

- Classrooms should be large enough to house all the necessary physical therapy and occupational therapy equipment.

- Janitorial supplies and equipment should be available that can accommodate the special hygienic needs of severely disabled students.

- Toileting programs may need the availability of a washer and dryer. (This is one of the less critical requirements, but it would help.)

- Classrooms for severely disabled and the school site in general should have age-appropriate play equipment and/or facilities on site.

- Suggested safety features are as follows:

    -- Medical and emergency procedures should be outlined and understood by principal and school staff

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* See the Glossary

- -- Medical and emergency information should be on file for each student and should be accessible to teacher, principal, nurse, physical therapist, occupational therapist, etc.

- -- There should be an accessible listing of nearby hospitals. Emergency units should be aware of severely disabled classes at neighborhood schools and the physical conditions of high-risk students.

- -- Medical equipment should be available if required by severely disabled students. If appropriate, inservice training can be provided to school staff in case of a medical emergency (i.e., seizures, etc.)

- -- There should be fire drill accessibility to ramped exits if students are nonambulatory and accessibility to standard exits if students are ambulatory

- -- Specific evacuation plans should be outlined for nonambulatory students attending classes in upper-story classrooms, since fire regulations forbid the use of elevators during a fire. Alternative exit routes and methods need to be devised.

- -- A telephone, intercom or any other efficient commmunication system needs to be set up that enables the teacher to have access to help in case of an emergency.

- Neighboring Community Characteristics (that determine how suitable a school is for an integration program) (for age 11 and up)

  - Proximity to public transportation

  - Proximity to stores (e.g., the grocery store)

  - Proximity to recreational and vocational training sites and/or services (not critical, but helpful)

  - Proximity to students' homes, to the extent possible (if more than equivalent program)

- District-Wide Personnel Needs (As we stated previously, you can avoid stepping on toes and making pitfalls by developing and following a contact protocol based on the district's lines of authority. Fulfilling the needs listed in the two sections immediatly below is an important aspect of the protocol.)

- All levels of administration should be provided with information about integration (inservice)

- Administrators' roles and responsibilities in the effort should be identified

- Administrators should have access to consultants, key integration people and/or a planning committee to communicate problems and identify solutions

- Principals of school sites that are targeted for integration should be inserviced several months before the intended date of integration. If a site principal is adamantly against participation, he or she should not be forced to participate.

- School district staff who will be responsible for providing inservice training on integration should be identified and, if necessary, trained before they set up inservice for the school site's teachers, ancillary staff, clerical and janitorial staff, nondisabled students, and parents.

- On Site Personnel Needs (see Chapter 8 on REACH Inservice)

  - School sites should be selected during the previous spring (if fall is the intended start date for integration), according to physical plant characteristics and assessment.

  - After the school sites are selected, the site principals should be consulted. The principal should be open to the presence of a severely disabled class and integration activities. If he is strongly against it, another site should be chosen.

  - Teachers and students at selected sites should receive Awareness Level Inservice during the previous spring (see Chapter 8). Every attempt must be made to implement Awareness Level Inservice before the entry of severely disabled students. The regular education staff should be receptive to adapting school schedules, as needed, for needs assessments, inservice, and special friends and peer tutoring programs.

  - The extent of ancillary staff's on-site involvement should be specified, by looking at students' IEP's, and a strategy should be outlined for implementing the transdisciplinary approach of setting up consultations with appropriate therapists (i.e., speech, occupational and physical therapists, medical doctors, nutritionists, etc.) so that these therapists can assist the severely disabled student's teacher in developing an educational program.

- Access to the regular PTA should be provided for parents of severely disabled students (rather than having a separate PTA for these parents).

- Adaptive P.E. or access to regular P.E. should be provided if appropriate.

- Inservice should be provided for all paraprofessional, clerical, and custodial staff.

- Scheduling Factors

  - Severely disabled students should have the same school day and calendar as nondisabled students.

  - Severely disabled students transported by special education buses should arrive and leave at the same times as the regular education student buses.

  - Severely disabled students should have the same lunch periods.

  - There should be opportunity for severely disabled students to participate where appropriate in P.E., assemblies, field trips, recess, lunch, art, music, etc.

  - Support services (i.e., those of the ancillary staff) should be scheduled so that students aren't removed from class.

- Student Placement Requirements

  - Age-appropriate sites should be sought (e.g., so that three 11-year-old severely disabled children are in elementary school, 10 14-year-old in middle school, 14 21-year-olds in high school).

  - There should be an age-appropriate range within the class (i.e., not more than three years).

  - Ambulatory and nonambulatory students should be placed together but if a large number of mobile students who can leave the room are combined with a large number of physically disabled students, there can be a problem; also, if all students are nonambulatory, classroom logistics (i.e., toileting, etc.) takes up a disproportionate amount of time.

- There should be a continuum of integrated school programs throughout the school district.
  - -- A number of elementary, middle (junior high school), and high schools should be integrated throughout the school district.
  - -- Placement of severely disabled and other students with special education needs on integrated school sites should range from 5-15% of the school's total population.
  - -- It is imperative to the integrity of integration that special integrated centers with high concentrations of special education and severely disabled students be avoided. Establishing "ghettos" for special education students is not in the spirit of the law.
  - -- Whenever possible, without exceeding the 5-15% ratio, two classrooms for severely disabled students should be placed on an integrated school site, thereby allowing teachers of the severely disabled students to obtain support from a colleague "who understands". Establishing two classrooms will also encourage the sharing of services and responsibilities.

- Desirable Teacher Characteristics

  - a severely disabled teaching credential, good public relations skills, and good peer interaction, and group skills.
  - a strong behavior analysis background.
  - the capability to use a systematic, data-based teaching approach.
  - experience with the age group she will teach.
  - ability to utilize/develop functional curriculum and materials
  - familiarity with ecological assessment strategies.
  - previous experience and/or support in integrated settings.
  - willingness to work beyond school-day hours.
  - comfort with presentations
  - ability to lift/move students.
  - familiarity with disabled legislation, due process, etc.
  - skill in group and individual instruction.

- Desirable Paraprofessional Characteristics

  - should support the integration concept.
  - be willing to be trained in providing systematic instruction and a data-based approach.

- have prior experience with severely disabled or special education students.
- be able and willing to lift/move students.
- be willing to implement self-help skills (toileting)

Program Criteria

- Administrative support requirements (As we've stressed, the concept of integration must have value for administrators before it will function on a daily operational level and on a systemic level. See Chapter 3)

    - Administrators must have accurate information concerning integration, and a thorough understanding of how it will operate in the district.

    - Administrators must have a thorough understanding of the environmental criteria and how to make adaptations without damaging the total concept.

    - Administrators must develop a plan that balances cost with program effectiveness (i.e., with positive learning results for regular education and special education students).

- Inservice requirements for administrators

    - Administrators at the school site level will need to receive comprehensive inservice training on all aspects of integration.

    - Major issues include:

        What does severely disabled mean?
        What is integration?
        How will integration affect the operations of the total school?
        What types of integration activities can be explored at the site level?
        What is taught in a severely disabled class?
        Who will be responsible for supervising and evaluating teachers of the severely disabled classes?
        How do I supervise and evaluate the teachers of the severely disabled?
        Who will be the administrative representative when Individual Education Programs (IEPs) are planned?

- Inservice requirements for special education teachers
  - Teachers of severely disabled students will need a comprehensive inservice program that presents information on the following:
    - Developing IEP goals and objectives that encourage integration with nondisabled peers
    - Developing integrated activities that can easily be assimilated into the total schedule of the school
    - Developing functional life skills and community-based curriculum* for severely disabled students

- Inservice requirements for regular education teachers
  - Regular education teachers will need an inservice program that answers the following questions:
    - What does severely disabled mean?
    - What is integration?
    - Will severely disabled students be put in my class?
    - Who will supervise them at lunch and on the playground?
    - What does social interaction mean?
    - How can the regular education teacher and students participate in the program?

- Inservice requirements for ancillary staff
  - Ancillary staff will need to be inserviced on the essential concepts of integration and the transdisciplinary approach (see Chapter 2)

- Inservice requirements for regular education students
  - Regular education students (including students identified as learning disabled) will need to receive ongoing inservice sensitizing them to the special needs and special abilities of severely disabled students. This will include:
    - Awareness-level inservice (i.e., information sessions)

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* See the Glossary

-- Sensitivity learning stations (i.e., activities that enable the non-disabled to actually experience the special needs and special capabilities of disabled people)
-- Informal inservice that responds to any problems that might arise on site
-- Special friends and peer tutoring programs

- Parent involvement needs (see Project REACH's manual, The PACT, for more detailed information)

  - Designers of the integration plan should expect to include and inform all parents, since support from parents of severely disabled and nondisabled students is absolutely essential if integration is to work

  - Both groups of parents will need to know that their children are safe in an integrated environment

  - Parents need to be assured that educational services will not be watered down because of integration

  - Parents of severely disabled students will need to understand the importance of setting IEP goals and objectives that encourage social interaction between severely disabled and nondisabled peers

  - Parents must participate in the development and implementation of school-site integrated activities.

- Community Involvement (see Project REACH's manual, the PACT, for more detailed information):

  - Community agencies interested in and/or serving severely disabled students will need to have an understanding of the intent and goals of integration, so that they can help extend integration beyond the school

  - The community will also need to realize the importance of integration for the future of severely disabled individuals. Students will need to become independent in the community where they'll live, work and pursue recreational activities. People in the community will need to be responsive to their needs and special abilities if the community is to become integrated

  - School programs utilizing a functional life-skills and community-based curriculum will need to sensitize community members to the special needs and abilities of severely disabled individuals if appropriate programs are to be implemented. This is particularly important for people who are working in the community and are coming in contact with individuals with severe disabilities.

- Curriculum standards for teaching severely disabled students (see Project REACH's manual the IPSI, for more detailed information)

    - It is critical to the success of integration that the school district be committed to a functional life skills and community-based curriculum for their severely disabled students. Utilizing developmentally-based programs substantially limits the success and impact of integration on severely and nondisabled students. The functional skills program can only be carried out if the district supports these curriculum standards with a district-wide policy.

    - Administrators of integrated sites will need inservice sessions on the critical issues involved in a functional life skills and community-based instruction programs.

    - Teachers of severely disabled students will need inservice sessions on how to develop and implement functional life skills, and community-based programs.

- Program and staff evaluation needs

    - Once inservice has been provided and a site integration plan developed, integration activities must be monitored.

    - Staff activities relating to integration must also be assessed if integration is going to continue as a viable aspect of a school's educational environment.

5. WORKING OUT A DAY-TO-DAY INTEGRATION PLAN: SUGGESTIONS FOR THE SCHOOL SITE PRINCIPAL

Principals developing an integration plan for their schools may want to review Chapter 4 -- in particular, the sections on physical plant characteristics (which talk about safety, exits, barriers, etc.), personnel needs, and scheduling factors.

In addition, principals and other site administrators should gather the information, decide on the procedures and carry out the asssessments listed below:

A. Gathering the Appropriate Information

- Principals should acquire extensive information on the philosophy behind, and rationale for integrating severely disabled students to answer the many questions site teaching and support staff will have. (see Chapter 10)
- Principals should have access to a school district person, or an integration planning committee member to obtain answers to questions, and to discuss problems.
- Before integration begins, principals should have access to the names of teachers of the severely disabled students who will be placed at their site and the names, files and IEP's of the severely disabled students to be placed at the site.
- Principals should have all the necessary information concerning the provision of ancillary services (i.e., physical therapy, speech therapy, etc.), and which therapists will provide those services.
- Principals should have a list of activities that lead to and reinforce appropriate social interaction between severely disabled and nondisabled students (see Chapter 7).

B. Formulating a Tentative Site Plan

- Site principals should work within a district level planning committee including teachers of severely disabled students, regular education teachers, ancillary staff, and parents, to develop a site level integration plan.

- The plan should include activities that facilitate social interactions between disabled and nondisabled students and encourage special friends and peer tutoring programs. It should also provide for regular education and special education teacher collaboration on mutual activities.

C. Revising and Gaining Acceptance of the Plan

- Site principals should announce the integration of severely disabled students, present the tentative site plan at the first staff meeting, and introduce the teachers of the severely disabled. Input should be obtained from the whole staff to stimulate "ownership" of the idea of integration. Many principals find it helpful to utilize the teachers of the severely disabled as resources for information concerning their students and plans for integrated activities.

- The tentative plan should include an inservice schedule for teachers, other school staff, and nondisabled students.

D. Assessing the Physical Plant and the Progress of the Plan

- Principals should assess the equipment and program needs of the new integrated classes. If the principal feels insufficiently familiar with the class and the necessary programming to do this, she should utilize the teachers of the severely disabled students, the integration planning committee, or designated district personnel as resources.

- Principals should monitor the progress and problems of the integration plan. Periodic meetings should be held reviewing inservice needs and revising the site plan.

6. COMMON CONCERNS FOR ADMINISTRATORS: TWELVE FREQUENTLY ASKED QUESTIONS ABOUT LOGISTICS AND COSTS

During Project REACH's three-year integration program, administrators were most often concerned about practicial issues. They wanted to know how to select the first group of severely disabled students to be integrated, what to do if a school principal is against integration, and how to handle the logistics of providing therapy and related services to students who would no longer be at a centralized site. The solutions this chapter presents to these and other questions are by no means the only answers, since each school district and school site has its own unique political circumstances and policy requirements. Perhaps the most workable general rule is to create a successful integration program at one or two sites, then use those sites as evidence that regular education personnel, and nondisabled students and parents, can accept and "feel ownership" of integration. Future integration activities can then begin to take greater risks without undermining the whole concept.

Before formulating any integration plans, however, you may want to see what the concerns of other administrators have been. Questions about logistics are discussed in the section below. The section that follows deals with finding cost-effective ways to provide inservice, make building modifications and transport severely disabled students to school. Because budgetary constraints affect almost every school district in the country, we've supplemented our explanations of how REACH dealt with inservice, building accessibility, and transportation issues with as many alternative suggestions as possible.

A. Which Students Should Be Moved Out of the Segregated Facility First?

Several district integration projects have proposed that the higher-functioning, ambulatory students should be the first to be placed in integrated settings because students who appear less disabled are easier for the nondisabled to accept. One problem with this is that disabilities that can't be seen (e.g., mental retardation) may simply be denied, with the comment "How can these students be severely disabled when they don't even look disabled?" It then becomes difficult to try to sensitize nondisabled students (and sometimes staff) to the existence of special needs and abilities. Integrating only the higher-functioning students thus has minimal effect on diminishing resistance to the integration of the more severely and multiply disabled students.

Short term as well as long term success might better be achieved by selecting a group of students who represent a range of abilities/disabilities. Many projects avoid placing students with severe behavior problems in the first of the newly-integrated classes. It seems reasonable to wait until the concept has proved its value before moving students with high-frequency, extremely aberrant behaviors out of the segregated setting. Socially responsive disabled students are often selected for the first effort because they can positively reinforce the social overtures of nondisabled peers. (see the sections on student placement requirements and scheduling factors in Chapter 4)

B. Which Regular Education Sites Should Be Selected for Integration?

Locating appropriate sites poses a significant problem. The criteria we suggested in Chapter 4 can be used as guidelines with the hope that eventually optimal conditions can be achieved. Schools with empty classroom space and accessible facilities are hard to come by, and the quest is made more complicated by the additional need for receptive regular education administrators and school staff.

Although declining enrollments and the closing of schools means that there are less classrooms in the school district as a whole, some integrated programs have used the consolidation of schools as an impetus for integration. If a site is about to be closed because enrollment is low, the school administration and teachers are generally receptive to new classes being placed at their site. In a situation like this, staff attitudes tend to be quite positive toward integration. The incoming severely disabled students are seen as playing a significant role in the school's survival.

Ideally, advocates of integration would prefer that school survival not be a major factor in welcoming severely disabled students. Realistically, however, if integration is to have a lasting impact, it will have to be carried out in response to the resources in the district.

It's worth noting that many integration programs have been unable to find open classrooms for severely disabled students at regular school sites. In a number of cases, site administrators stated that every classroom was filled. On closer inspection, it turned out that some of the classrooms were used for storing desks and supplies. Whole classrooms might be used by a speech therapist who came only twice a week to conduct individual or small group therapy sessions. Suggesting that supplies be moved elsewhere, or underused classrooms be opened up, became a delicate and volatile matter. Advocates for integration needed to realize that the principal was being asked to remove a known quantity and replace it with ten children whose behavior and needs were totally unknown, and probably somewhat threatening.

C. What if a School Site Principal Is Against Integration?

Making the principal feel he is wrong or foolish for resisting integration will just increase his resistance. Providing information about severely disabled children, about the concept of integration, and about the benefits for the school, faculty, and students is probably a better way to begin changing values. One approach to changing values is to locate a principal -- preferably within the district -- who has already integrated a school, and let this peer present the positive effects of integration to the resistant principal. The resistant administrator can be encouraged to utilize space in such a way that room for severely disabled classrooms will be available. It is critical that the principal make the decision with a feeling of choice rather than coercion.

D. How Will Teachers of Severely Disabled Students Be Selected for the New Integrated Sites?

In Chapter 4 the characteristics of the ideal or model teacher were listed. It probably won't be possible for a school district to ensure that all of its special education teachers have such a thorough repertoire of instructional and social skills.

During the last eight years of research, extremely effective instructional techniques have been developed for teaching students with severe disabilities. Graduates from college and university credential programs utilizing these systematic techniques have much more information than most teachers of severely disabled students who are currently employed by school districts. Clearly, however, no district is in the position of hiring only the most recently trained teachers.

Many school districts have dealt with this problem by hiring or assigning one or two teachers who are trained in current instructional techniques and curriculum strategies to the first integrated classrooms. Placing these teachers in the first integrated schools increases the chances for success. Plans can then be made to provide inservice for teachers who don't have expertise in current methodologies. A local college or university with a recognized severely disabled credentialing program can assist in the design of an effective inservice training program. Practicum students and student teachers from the local college can also aid teachers not familiar with the new instructional techniques.

E. How Will Therapy and Other Related Services Be Provided?

The district plan will need to specify a system for providing ancillary services at a variety of school sites. The location of the school sites, the size and number of classrooms, and the number of students needing services at each site will be the deciding factors in figuring out where therapy equipment should be placed, whether new equipment will need to be purchased, and the amount of time the therapists will spend in providing direct service, and in traveling between school sites.

Some integrated programs have chosen to disperse severely disabled classes so that they are spread fairly evenly around the district. Students then have the advantage of attending a neighborhood school, which encourages regular contact with nondisabled friends after school. This type of integration plan is expensive, though, since more therapists need to be hired to cover the greater number of integrated schools. The other alternative is to ask the existing number of therapists to cover a wider geographical area, but this sharply reduces therapy services because of travel time between schools.

The San Francisco Unified School District finds that a regionalized approach is the most effective. In San Francisco, this means that integration of severely disabled students occurs at specific elementary, middle, and high school sites within the district (about 33 schools in total), so that a continuum of integrated services can be provided for students from three to 22 years of old. It should be stressed that the regionalized approach does not entail setting up a few special centers for disabled students and adding a few token nondisabled students to the centers' population. Rather, it means that integrated schools are strategically located throughout the district, so that the students' home neighborhoods, grade levels, the district's busing patterns, and efficient use of therapists are all factors that are taken into account.

F. Who Will Have Ongoing Management Responsibilities for the Integrated Site?

Two management strategies are commonly used by integrating school districts. The first gives site principals total administrative responsibility for the integrated classrooms at their sites. The principal is then in charge of evaluation and supervision of teachers, ensuring administrative representation at all IEP meetings, planning, allocating and monitoring budget expenditures for the severely disabled classroom, communicating with the people who provide transportation, reporting average daily attendance, and monitoring the payroll for teachers and paraprofessionals.

The second strategy utilizes a special education administrator, who is responsible for a number of integrated facilities, to serve as a roving program administrator. This administrator, who has current or past experience at a segregated site, has administrative jurisdiction over the integrated classes and carries out all the necessary responsibilities. Attendance record keeping, payroll accounts, and fiscal activities are dealt with at a central office away from the regular school site.

Each of these strategies has its strengths and weaknesses. The following review presents the pros and cons.

The first strategy: Integrated administrative arrangement

Pros:

When the site principal has responsibility for the integrated classroom, she can integrate the severely disabled classroom into all the decisions she makes about the school. Administrative and operational ownership of the program occurs more readily when the principal has to deal with the program as a part of her regular duties.

Responsibility for teacher supervision and evaluation and participation in student IEP's encourages the principal to remain involved with the teachers, severely disabled students, and their program. Day-to-day interaction with the program provides the site principal with information on the needs of severely disabled students -- including the need for social interaction with nondisabled peers, for curricula that support functional life skills programs, and for appropriate educational materials and equipment. Decisions can then be made that promote students' educational progress and facilitate interactions between disabled and nondisabled students. The effect of these decisions can be seen and assessed immediately, so that constant formative evaluation can be part of the decision- making process.

Unlike the site principal, an off-site administrator may be forced to make key decisions based on brief observations. The operational consequences of these decisions will not be felt by the roving administrator because of his itinerant role. Or the consequences will be felt very slowly, since it's up to the teaching staff to report on the appropriateness of inappropriateness of a decision. If teachers are reluctant to speak out, then delays and problems in the day-to-day operations of the integrated class become more probable.

With the integrated administrative strategy, records are kept on site, making record-keeping easy and straightforward. Within a segregated administrative arrangement, all record-keeping and budgeting goes on at a centralized location, requiring information to be transferred either by car, mail, or phone conversations.

Cons:

Most regular education principals have little knowledge or understanding of appropriate programs for severely disabled students. They're generally unfamiliar with current teaching techniques, and with the curriculum needs of students with severe cognitive deficits and multiple physical disabilities. Supervision and evaluation of teachers by the regular site administrator thus have little meaning. If the principal somehow feels that there is a problem with the class or teacher's methodology, he doesn't have the background to identify what the problem is or suggest solutions.

Lack of expertise in the education of severely disabled students also has ramifications for the IEP process. If the principal isn't familiar with appropriate goals for severely disabled students at varying grade levels, his participation in IEP planning is not productive.

Other Considerations:

The integrated administrative arrangement can be successful if the school system provides support to the site administrator. Support should mainly come from inservice that deals with the philosophy of integration and critical program practices. The principal should also receive inservice on appropriate teaching techniques, systematic instruction, functional curriculum development, and methods for evaluating staff.

Ongoing access to a knowledgeable program specialist (resource person) can provide additional input and support.

Having access to information about essential integration practices can also assist the principal in daily activity planning. Once the site administrator has a comprehensive understanding of severely disabled programs, she can more effectively plan for appropriate integration activities.

The second strategy: The segregated administrative arrangement

Pros:

Roving site administrators who were previously in charge of development centers already have experience in supervising and evaluating teachers of severely disabled students. In addition, their exposure to the IEP process enables them to ensure that correct goals and functional curricula are written into IEP's.

The roving administrator can also provide support and assistance to teachers newly placed at an integrated site. These teachers of severely disabled students would otherwise receive little support, since most regular educators lack the information to have a meaningful dialogue about a student with severe disabilities.

Cons:

Programs that use this administrative arrangement have found that teachers aren't sure where to go when problems arise, since the roles of the roving administrator and regular site administrator are rarely defined. This lack of role delineation can also result in resentment between administrators because their responsibilities to the severely disabled classroom are left vague.

In this arrangement, student and teacher attendance records are typically kept by the teacher or the school secretary. This information must then be phoned in, mailed, or transported to a centralized office, which can create a monthly logistical problem.

Another disadvantage is that the regular education administrator isn't required to participate in decisions made about the integrated class. She thus feels removed from the class, and is less likely to try to integrate the severely disabled students into planned school activities.

One additional effect of this type of administrative arrangement is that special education teachers are unsure about attending regular education staff meetings, since the site administrator has no jurisdiction over their activities. This uncertainty can have a heavy impact on the integration process. Teachers of severely disabled students need to know what's going on in the school so that they can mutually coordinate social interaction programs with regular education staff.

Other Considerations:

Although the segregated administrative arrangement has some validity, it tends to inhibit the integration process. With this approach it's difficult to establish ownership of the program at the regular education site. Confusion between administrators is also a potential problem.

On the positive side, inservice may be eliminated for roving administrators if they are familiar with programs serving severely disabled students. But an inservice program may still need to be instituted for those roving administrators who aren't conversant with the new systematic instruction techniques and functional life skills curricula.

COSTS

Since tight fiscal constraints and limited staffing are the reality for the majority of school districts throughout the country, integration clearly has to be carried out in the most cost-effective way possible. On the next few pages, we answer the major questions about the cost of inservice, building modifications, and transportation by first describing the REACH solution to each problem and then suggesting alternative possibilities.

G. Who Will Serve as a Centralized Inservice Team, Given the Large Numbers of People Who Will Need to Receive Training (e.g., Administrators, Regular Education Teachers, Special Education Teachers, Ancillary Staff, Regular Education Students and Parents)?

The REACH solution:

In the San Francisco Unified School district (SFUSD), the inservice team was composed of mid-management level staff who had administrative duties that brought them into monthly contact with a number of school sites. These midmanagement people included staff development specialists, curriculum development specialists, psychologists, and social workers. REACH also utilized teams of two to three well-trained teachers and parent volunteers to conduct inservice training. Parents alone were never used to train school personnel, but the parents alone did make topical presentations at PTA meetings and conducted disability awareness training for other parents (See Project REACH's manual, the PACT, for a full discussion of parent training activities.)

Generally, neither parents nor mid-management staff conducted direct inservice with students, although at one point, three program specialists spent two days inservicing an elementary school of 300 students. Providing inservice for all regular education students, however, was impossible for the program specialists, since they faced dealing with 21 elementary schools, with approximately 300 students per site; 6 middle schools with 900 students at each site and 1,500 to 2,000 students in each of the 6 integrated high schools.

Given the numbers of nondisabled students in the SFUSD, REACH decided that an inservice team could be utilized most effectively if it offered indirect training to the regular education student. That is, by providing accurate information on the special needs and abilities of severely disabled students to site-level staff and parents, the inservice team could set up a receptive environment for inegration. The team thus concentrated its efforts on conducting training for school staff and parents who would have daily contact with severely disabled students and nondisabled students in integrated programs.

Alternatives to REACH's solutions

School districts that field-tested the REACH model utilized teachers of severely disabled students, trained parents, and school site administrators to provide disability awareness training for regular education students. Another possibility is to use outside resource people and consultants (See the section immediately below). In addition to providing inservice for general education staff, parents, and regular education students, these outside resource people and consultants can offer critically needed staff development to teachers of the severely disabled who are not familiar with recent instructional techniques that have proven highly effective with severely disabled students (i.e., emphasize a functional life skills/community-based curriculum).

H. How Will a Centralized Inservice Staff Team Receive Its Information and Training?

The REACH solution:

After reviewing the relevant literature, attending conferences, and calling upon the experience of project staff members, REACH developed training materials that provide a comprehensive review of practices that are critical to integration. Consultants who are experts in the area of integrating severely disabled students into regular school settings aided in developing the materials, not only by identifying the most essential practices, but by suggesting how the essential practices could be applied in the SFUSD and how pitfalls could be avoided. The materials then incorporated these practices and suggestions.

The REACH materials can serve as a training guide in other school districts, particularly if they're used in conjunction with training provided by such knowledgeable outside resource people as members of the special education department at local colleges and universities -- or by people who work in special education departments at the state level. Both these groups of resource people may be able to provide assistance at no cost to the school district.

Teacher training colleges and university departments of special education usually have at least one faculty member who specializes in the education of severely disabled children. The latter will be conversant with the latest research and service delivery models, and may be willing to help develop a substantive training program. Colleges and universities occasionally will have received federal and state contracts that require them to work with local schools. Securing their assistance and support can thus satisfy their needs as well as the school district's training goals.

Capable resource people may also be contacted through state educational agencies. In California, the State Office of Special Education, Personnel Development Unit, houses the Special Education Resource Network (SERN), which abounds in inservice programs for school districts. Among SERN's services are disability awareness programs directed at teachers and administrators, parents' rights workshops, and technical assistance programs for schools interested in integrating severely disabled students. Within SERN, the Training Resource Group (TRG) is specifically responsible for inservicing administrators and teachers of severely disabled students on the development of functional life skills, community-based curricula.

These programs are supported by P.L. 94-142 funding and any school district in California can receive their assistance at no cost. Each state receives this funding and determines how it will be spent. California chose to apportion some of the funding to the inservice programs just mentioned and some of the money to school districts for inservice programs. Financial support for integration might well be available in your state, either through the use of state resource programs or through state funding to local school districts.

Consultants not connected to state programs can also provide valuable resources to a school district. A number of professionals around the country specialize in the area of integration and they can provide training and followup to a variety of target audiences. (Listings of these consultants are available through Project REACH, 612 Font Boulevard, San Francisco, CA 94132.) A contract should be developed describing what the consultants are expected to do. We recommend that they be heavily involved in the startup of a integration program, and that they then make periodic reviews throughout the year to follow up the program and assess its progress.

I. How Will Release Time for Teachers Be Arranged So That They Can Attend Inservice?

The REACH solution:

REACH allocated a portion of its federal funding to a subcontract with the SFUSD that made it possible for teachers to attend inservice sessions and to observe integrated classrooms in and out of the SFUSD. But securing release time has been problematic for our field test sites. If inservice is conducted during the instructional day, substitute teachers must be provided and paid. If after-school inservice is scheduled, there are generally conflicts with teachers' union contracts that limit the length of the teachers' work day. Some union agreements require compensation for inservice that's conducted after school hours. At times, teachers will volunteer to be involved in an afterschool service program, but expecting volunteer participation in training that comes on top of a full day of work is unrealistic.

Alternatives to REACH's solution

Field test sites answered the problem by presenting the necessary inservice on district-allotted inservice days. Because training sessions on integration and curriculum development were conducted on days when students were not scheduled to attend school, the need for substitutes was eliminated. If using allotted inservice days isn't possible and no money is available to pay for hiring substitute teachers, another option is to identify external funding sources. The state or a community foundation might be able to provide this kind of financial support.

J. Where Will the Necessary Training Materials be Obtained?

The REACH solution:

The inservice materials and the films used to train school personnel and students are described in Project REACH's Awareness and Inservice Manual (AIM). The basic question in selecting materials was, how did the film or book depict severely disabled people? We expected to find positive images, emphasizing ability rather than disability. We also looked for materials appropriate for a range of age levels that were easy to see and easy to obtain. The materials we reviewed came from a number of local and state resource libraries. For example, written materials and films dealing with awareness of disabilities were found within the local school system, and at college and university libraries. We also found that Developmental Disability Boards had an extensive collection of films.

It should be noted that identifying appropriate materials involves a great deal of review time, since there are myriad books, guides, films, film strips, slide tapes, and audio tapes that deal with disability. Unfortunately, there's a dearth of materials that present positive images of disabled people of various age groups as capable individuals. After reviewing the available films, books, and other resources, the writers of the AIM compiled a list of the most effective inservice materials currently on the market and included it in the manual.

Alternatives to the REACH solution

School districts can refer to the AIM for lists of materials that can be used for inservicing adults and students of various age levels. If no money is available for purchasing materials, the AIM also provides instructions on how to make learning stations where nondisabled students and adults can experience how it feels to have certain disabilities, and what can be done to overcome them. As the AIM explains, the learning stations are easy and inexpensive to set up and, when properly used, are a dramatic teaching tool.

K. What Kinds of Building Modifications Will Have to be Made?

Public Law 93-112 and Section 504 of the Vocational Rehabilitation Act of 1973 are civil rights provisions that require schools that receive federal financial aid to provide disabled students with a "free, appropriate public education in the least restrictive environment." The implications of these regulations, and of P.L. 94-142, are substantial. The design of new and old school buildings has to be re-thought, and making the necessary modifications to ensure full accessibility is a significant cost item. Ramps, elevators, wider door jambs, and accessible bathrooms must be built, and there's no way to economize in these areas or make substitutes. Such issues as severely disabled students' safety, opportunities for social interaction, and proximity to bathrooms are also critical.

The factors that must be taken into account with regard to safety are first where the classrooms are for severely disabled students in relation to ramped exits. Placing the classroom next to the nearest ramped exit will facilitate the speedy evacuation of students in wheelchairs during an emergency. Reliance on an elevator to convey a class of nonambulatory students to a ramped exit is definitely not adequate. School elevators generally hold only two students in wheelchairs, and one adult, thereby making a quick exit impossible. Another factor to consider is the danger involved in using an elevator during most emergencies. Clearly, explicit safety procedures will need to be devised for multiple story buildings so that the elevator is not used as the main method for evacuation. SFUSD is investigating the use of safety chutes, similar to those used by airlines, during emergencies.

Another major issue that must be considered is the number of opportunities for social interaction. If social interactions are to occur, severely disabled students must have access to all the facilities in the school, i.e., the cafeteria, assembly hall, playground, gym, locker rooms, library, etc. Once again, we'd like to note that the school elevator is not the "genie" that will solve internal accessibility problems. For example, using the school elevator to move a class of students in wheelchairs to the playground for recess would take so long that it would be impossible for them to fully participate in this important social activity. By the time the whole class arrived on the playground, recess would be over. Strategic placement of the class or building appropriately placed ramps must be considerations.

One final factor to consider in modifying buildings is that integrating students necessitates the placement of classrooms in close proximity to accessible bathrooms. Having access to school bathrooms means that toileting programs can be conducted in a normalized* setting. Generally, it isn't necessary to build an additional bathroom if the classroom is placed appropriately.

The REACH solution:

It should be noted that when the SFUSD made its buildings earthquake-proof in the 1970's, the buildings were made accessible at the same time. But internal accessibility and safety issues still posed the greatest problems for SFUSD and the REACH field-test sites. Because the school systems had very little money to make internal modifications, it became necessary for REACH, administrative, and school site staff to come up with creative solutions to the problems involved. There was no creative substitute for building ramps and ensuring that the disabled students' classroom could be evacuated via the ramps. But through planning, cooperation, and creative decision-making, it was possible to locate the severely disabled students' classrooms near bathrooms and near potential centers of social activity. Basically, appropriate placement of the rooms serving the severely disabled students provided the most inexpensive alternative to what could have been major reconstruction.

Alternatives to the REACH solution

We suggest making a critical review of each school site's physical plant to see whether severely disabled student can be place in classrooms on the first floor, near bathrooms and near the school cafeteria, playground, etc. Then, plan the physical modifications that will have to be made.

L. What About Transportation?

Transportation expenses for special education is a major cost to school systems across the country. A Rand Corporation study, The Cost of Special Education (1977-78) identified the approximate cost of transporting severely mentally retarded students to segregated special day classes at a cost of $899.00 per child, per year. To date, no similar studies have been conducted to assess the cost of transporting severely disabled students to regular school sites. Without these data, it's impossible to provide valid information on how to cut transportation costs when busing severely disabld students to integrated sites.

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* See the Glossary

The REACH solution:

SFUSD buses disabled students in large buses and small vans. Students in wheelchairs are picked up by vehicles that have lifts. These students are picked up and left off at their homes and, in some cases, are accompanied by paraprofessionals on the vans (i.e., where the students have behavior problems). To cut costs, the SFUSD buses students with different levels of disability according to whether they live in the same neighborhood. REACH did not attempt to change SFUSD's busing system.

Alternatives to the REACH solution

A very popular recommendation for cutting transportation costs is to bus both nondisabled and severely disabled students on the same buses. If severely disabled students could wait at school bus stops, the expense of providing door-to-door service with small vans could be elininated. Ambulatory and non-ambulatory students, without high-risk health impairments, could be accompanied to the bus stops by their nondisabled special friends. If supervision was needed, paraprofessionals normally assigned to ride the van buses could simply be assigned to ride the large school buses.

With this arrangement, students with high-risk health impairments would still need special transportation, since waiting for the bus in extreme weather conditions would be detrimental to their health. In addition, students in wheelchairs lacking the necessary motor control to move independently to bus stops might also need special transportation assistance. Both these groups would continue to need door-to-door busing, although one mobility goal for these students would be for them to gain the necessary independence to ride on regular school buses.

If most of the severely disabled students could ride on the regular school bus, adding lifts to old buses or purchasing large buses with lifts would initially be costly, but once the investments were made, a yearly reduction in cost could be realized. The initial conversion cost would thus be spread over a period of time.

Another plan for reducing the cost of transportation involves the concept of neighborhood schools. Nondisabled, mildly disabled and severely disabled students could all attend their neighborhood schools, rather than being assigned to segregated schools or "clustered" schools where most of the students are disabled (with the exception of a token population of nondisabled students).

In the neighborhood school model, all severely disabled students who are ambulatory and students who are nonambulatory but have the necessary mobility and independent skills, can go to school with nondisabled peers from their neighborhood. The most severely impaired students would still need to be bused, but for a much shorter distance (since they would be attending a school in their own neighborhood).

Small van buses could then streamline their bus routes and cut costs by serving only those students who needed special transportation services within a smaller geographical area. This would eliminate the common scene of two yellow vans arriving on th same block at the same time -- one to pick up the severely disabled student who goes to school "A" and the other to pick up the physically disabled student who goes to school "B".

7. THE INVENTORY PROCESS FOR SOCIAL INTERACTION (IPSI)

Successful integration of severely disabled students into regular school programs entails more than just placing severely disabled children and youth in close proximity with their nondisabled peers. (Gottlieb, 1978) [see p. 73] As several prominent researchers have documented, arranging the "least restrictive environment" for severely disabled students calls for a structured, ongoing plan that specifies where and how severely disabled and nondisabled students will interact (Nordquist, 1978; Brown, Ford, Nisbet, Sweet, Donnellan and Gruenewald, 1982; Novak, Olley and Kearney,, 1980) [see p. 81, 69, 82]; also see the IPSI for further information. The school program must offer a number of interaction opportunities in several school environments (i.e., the cafeteria, playground, etc.). School staff can initially structure the social interactions in these settings, then reinforce them on a longitudinal basis.

One possible structured interaction can take place during an age-appropriate school yard game, in which nondisabled students serve both as peer tutors and behavioral models. (Almond, et al., 1979; Strain, Shores and Timm, 1977) [see p. 66, 90] An interaction of this sort provides a learning experience both for nondisabled and severely disabled students. Although the current literature says comparatively little about the benefits of this type of interaction for nondisabled students (Stainback and Stainback, 1981) [see p. 99], REACH and SFUSD staff have noted that these social interactions have increased nondisabled students' responsibility taking and understanding of differences.

To aid integrating school districts in systematically planning social interactions between severely disabled and nondisabled peers, Project REACH has developed a curriculum entitled the Inventory Process for Social Interaction (IPSI). The IPSI is not just a catalogue of programs that can be read and carried out by the classroom teacher; it presents a philosophy and methodology for social behavior development. The IPSI is intended to show teachers how to build a comprehensive social skill training program for their students. The philosophy the curriculum stresses is that teachers must develop instructional programs that meet the unique needs of their students. (Rychtarik and Bornstein, 1979; Snyder, Apolloni and Cooke, 1977) [see p. 85, 86]

Although the IPSI manual presents a number of actual programs, teachers will probably want to modify the programs to fit an individual student's need, and the setting in which he or she is being taught. The programs can, however, serve as examples of task-analyzed,* behavioral sequences that can be developed for severely disabled students in many settings. We recommend that teachers develop a library of social-skill programs that teachers have actually used and validated, so that they can share them with their colleagues as the need arises.

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* See the Glossary

8. REACH INSERVICE: THE AWARENESS AND INSERVICE MANUAL

Curriculum materials for "mainstreaming" are typically deterministic plans that advocate that an inservice trainer or workshop leader proceed through a rational series of steps leading toward a goal -- usually changed attitudes on the part of nondisabled students toward disabled schoolmates. Our experiences coordinating inservice activities in San Francisco have led us to believe that changes in attitude don't come about in a rational way. These tidy curriculum materials can thus be criticized on two levels: first, veridicality (i.e., truthfulness or "true-to-life"ness) of process, and second, utility of goals.

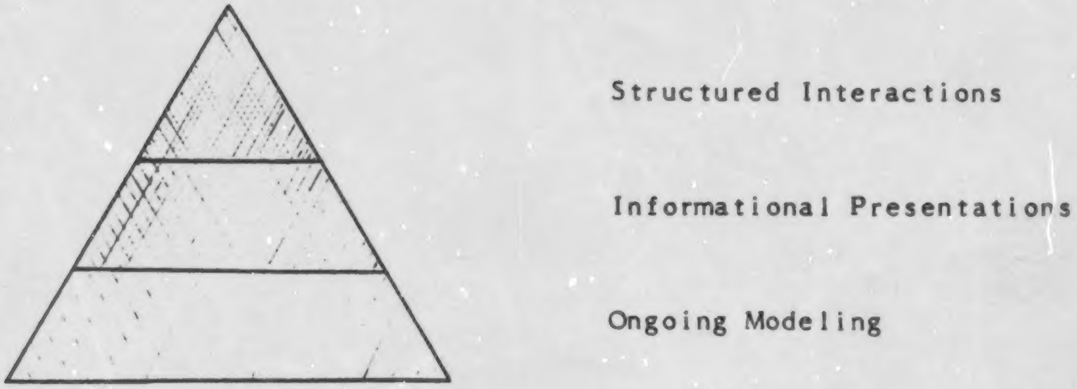
Inservice curricula are not veridical if they don't accurately reflect the processes that go on in actual school districts. Human beings in general, and educators in particular, seem to need to tidy up their efforts when they report them to their peers. As Charles Perrow suggests in the June, 1982 issue of the Phi Delta Kappan, we tend to "convey the impression of rational behavior. . . to hide the disorder of our daily existence." Perhaps this is why most attitude-change curricula present a picture of inservice activity that differs so greatly from our experience in San Francisco. It's also why we don't pretend to offer a "cookbook" of inservice. Instead, our Awareness and Inservice Manual attempts to present a warts-and-all account of the process we actually used.

We also question the utility of attitude change as an end goal for inservice activity. Such change is usually measured by pencil-and-paper assessments, or by survey-type interviews. But a change in stated attitude toward disabled people doesn't necessarily equal a change in behavior. REACH inservice thus provides a framework for structured behavior change.

A. The Characteristics and Emphasis of REACH Inservice

If severely disabled students are to be successfully integrated into a large complex urban school district, inservice needs to be ongoing, systemic, and responsive. This means that inservice must be ongoing throughout the school year, and must reach the wider school/community system--it can't just be a one-shot presentation to a limited audience of staff only, or students only. Instead of having a predetermined format and content, effective inservice must also be responsive to the expressed needs of individual schools. (Hutson, 1979) [see p. 76]

In carrying out inservice training in the San Francisco Unified School District, REACH developed a training model that emphasized the three types of effort depicted on the triangle below:



B. Structured Interactions

"Structured interactions" translated into peer tutoring and special friends programs that provided a framework for one-to-one contact between severely disabled children and their non-disabled peers. These interactions allowed students the opportunity to act on the new ideas they'd learned through informational presentations.

C. Informational presentations

These presentations to staff, students, and parent groups offered accurate information about disabilities, through a variety of activities and media. Awareness Level sessions used visual media to present information. Learning Stations made it possible to simulate disabilities. And Modules that could be incorporated into existing social studies curricula were all offered throughout the school year.

D. Ongoing Modeling

Ongoing Modeling was the least formal component of our tri-level inservice plan. Carrying out this part of the inservice meant that special educators needed to be aware that they were modeling attitudes and behaviors that would be copied in detail by others in their schools. They were also encouraged to become aware of their individual interactional styles by viewing videotapes made in their classrooms. Since we recognized the powerful influence of contact between special education personnel and regular education staff and students, we encouraged REACH teachers to be as aware as possible of their influence on others' attitudes and behavior. To increase this influence, special education staff were advised to pursue day-to-day involvement in school activities (e.g., yard duty, fund raising, organizing special events, etc.).

E. Media for Inservice

The videotapes and slides we produced during Project REACH played a major role in our inservice activities. Unlike currently-available commercial media, our products feature severely disabled students and local school sites. We used color, 3/4" videotape and photographic slides for informational presentations, for documentation of social interactions, and for training students and staff. We strongly suggest that any district embarking on an integration plan should consider developing its own audio-visual media.

9. THE PARENT AND COMMUNITY TOGETHER (PACT) MANUAL

The PACT was written for the parents of severely disabled students, and for those interested in helping parents form support groups that will make it easier to deal with the home, school, and community issues that most affect disabled children. Because the manual describes in detail how to start a parent support group, and how to ensure that parents' information and training needs are being met, the book should also be useful to PTAs, to university personnel who train special educators, to school district community advisory councils, to community agencies serving severely disabled clients, and to teachers, social workers, and administrators.

During Project REACH, we found that one major problem that parents faced was an overwhelming lack of information. In response to our needs assessments, the parents reported that they knew little about existing community services for severely disabled children, what the children's educational rights include, and what the goals of integration are. These were some of the broad issues that were unfamiliar to parents; many also needed more information on appropriate curriculum instructional techniques, and educational objectives. We realized that these gaps in the parents' knowledge hampered their ability to participate in school and community decisions regarding their children. As a result, there were inequities in the distribution of services, since parents who were most aware of local resources generally obtained these services for their children; the others did not. (Brewer and Kallikak, 1979) [see p. 98] The latter then tended to depend too heavily on the school district for services outside the realm of the district's responsibility (e.g., after-school programming). At the same time, community agencies that could have been developing services for severely disabled students were not being utilized.

In addition to information, parent groups that Project REACH worked with expressed a need for learning advocacy/action strategies, and how to do community outreach and awareness training. We also focused on techniques for mobilizing community agencies, networking, and recruiting new parents. Sections of the PACT deal with these practices so that the reader can adopt or adapt them to match the needs of the parent population to be served.

A. Three Options for Involving Parents in the Education of Their Children: the Parent as Teacher Model, the Mixed Model, and the Trainer of Trainers Model

The techniques that the PACT suggests for meeting the information and training needs of parents come from three models that researchers have used to broaden parents' participation in the education of their disabled children: the parent as teacher model, the mixed model, and the trainer of trainers model.

The first of these, the parent as teacher model, requires the least involvement by the parent in the child's school program. Instead of designing their own participation, parents are usually told by the classroom teacher how to continue the school program at home. Generally, this model focuses on training the parent in operant techniques or methods of behavior mangement. The parent also learns to implement classroom objectives and programs at home. (Filler and Kasari, 1981) [see p. 98] This type of parent involvement assumes that the child's classroom teacher is willing to make home visits to initiate and monitor the program, and that the parent is able to carry out some of the same functions as the classroom teacher, so that the child can apply new skills in several environments.

The parent as teacher model is one of several possible options in the mixed model. (Bricker and Casuso, 1979) [see p. 98] In this model, a person may be appointed by the parents as a parent group leader/facilitator. The parent facilitator may then help parents gain access to community resources, provide parents with information about their legal rights, and act as a liaison between the parent and advocacy groups or social services. The facilitator may also help form parent support groups. This model assumes that parents have information and training needs that require attention either before or at the same time as they acquire the skills to act as teachers of their child at home or in the community.

Of the three models, the trainer of trainers model (Jenkins, Stephens and Sternberg, 1980) [see p. 98] requires the greatest degree of parental involvement, since parents are recruited to serve as trainers of other parents who have similar interests and needs. This model reaches more parents and minimizes their efforts to a greater degree than the first two models, since parents receive training and information that enables them to function as effective advocates for their severely disabled child. These parents can then help other parents acquire similar skills, and become more actively involved with their children's education. Ideally, the trainer of trainers model is sustained by continual recruitment of new parents, so that the program eventually becomes independent, and the parents don't have to rely on professionals within the school system for their activities and continued involvement. This model is based on several assumptions: that parents are interested in working on a volunteer basis with other parents, that their job schedules allow them to do so; and that the professionals within the school district can provide whatever initial training and information is necessary.

Those who serve a diverse group of parents will probably find, as the REACH staff did, that elements of all three models will be useful. Since the San Francisco schools that participated in the REACH project are not only multiethinic but are also multilingual, we found that a combination of all three models enabled us to provide information and training to parents whose familiarity with school district procedures, attitudes toward advocacy, and feelings of self-confidence differed greatly. To ensure that the parents' needs were being met, one key feature of our approach was to use a needs assessment. The other was to make sure that existing community agencies and services were as closely involved in our program as they could be.

B. Key Features of the Parent Program: Assessing Parents' Needs and Linking Parents with Existing Services and Resources

As you probably realize, the knowledge level, skills, time constraints, work schedules, and previous experiences of parents of severely disabled students will vary greatly, and so will their interests and priorities, according to the age of their child and the level at which the child functions. Although it may be perfectly obvious that a single uniform program of parent involvement won't meet the needs of all the parents of severely disabled students in a given classroom, this common-sense observation is frequently made, then overlooked in parent programs. (Turnbull & Turnbull, 1982) [see p. 99] For this reason, the PACT presents several ways of assessing parents' needs that have worked for Project REACH.

Another key point that the PACT stresses is the need to create activities that are not simply duplications of existing services within the district or community. We wanted to ensure that our program wouldn't disappear as soon as federal funding had ended -- a possibility if community agencies hadn't become involved, and demonstrated enough responsiveness to parental priorities to stimulate the parents', schools' and agencies' continued investment in the practices we were trying to establish.

To maximize the participation of existing community agencies in a parent program, we suggest a number of techniques and strategies that proved to be effective in San Francisco. As one aspect of this effort to involve community agencies, we also recruited parents to serve on committees within agencies such as: the San Francisco Unified School District, the Association for Retarded Citizens, the Community Advisory Council for Special Education, the Developmental Disabilities Area Board V, and the Special Education Resource Network. As one section of the

PACT explains, the parent support group formed at each school site can serve as the focal point for outreach activities involving parents, thereby ensuring that the same outreach attempts aren't repeated unnecessarily by every organization.

There are several strong arguments for linking parents with community agencies. First, if the specific activities that the parents' support groups evolve become part of the role of a community organization, the parent program is more likely to continue. Equally important is the fact that many specialized community agencies that provide educational, recreational, and vocational services to severely disabled people want greater participation by their clients' parents. Most of us who are either parents of severely disabled children, or professionals working with parents, have generally seen the same few faces at meetings of the local Association for Retarded Citizens (ARC), the special education advisory board, the school board, and similar organizations. Professionals working with parents, and the more active parents themselves, need to recruit "new blood" into these groups to maintain a balance between parents and professionals in agency decision-making processes, to improve parent-professional relationships, and to see that successful programs are maintained.

Other vital functions that parents can perform are to encourage, advocate for, and assist in the planning of new programs for severely disabled clients of school age and beyond. Often, service agencies lack programs that continue the efforts of schools to prepare severely disabled students for life in their communities. For example, in San Francisco, few of the adult vocational programs that currently exist are open to clients with severe disabilities. These clients may not meet current entry-level requirements, such as independent toileting, or travel skills, either because they have physical disabilities, or because they haven't had sufficient prevocational training. In 1982, parents and professionals serving on the ARC Education Committee in San Francisco obtained data from the school district showing that more than 200 severely disabled students would graduate from the San Francisco school system during the next three to five years. They also found that no programs other than adult day care were prepared to accept these individuals. As a result of this information, ARC is now working with the school district, the local Developmental Disabilities Council, and other adult service providers to stimulate program development, and to design a workable transition plan for these students.

Working with specialized service providers is just one way in which parents can mobilize community agencies into providing full services. Parent involvement is also essential for ensuring that severely disabled people will be included in other agencies serving the public (e.g., recreational programs sponsored by the YMCA or the community Parks and Recreation Departments). The PACT thus presents strategies for generating a trainer of traineers model that involves parent volunteers in working to mobilize school and community agencies.

C. The First Step: Forming a Parent Support Group

Starting parent support groups at schools that are integrating severely disabled students is not only the first step in establishing a parent/community program, it is also a focal point of such programs for several reasons. First, it's likely that parents whose severely disabled children are within a given age range and functioning level will share common priorities and needs. Second, parent groups representing one or two classes of severely disabled students at a school are of a manageable size for carrying out group activities, and establishing friendships or supportive relationships. A third point is that school site administrators are likely to become involved in the parent activities that occur at their site. The corollary to this is that the support group will have direct access to -- and could become a subcommittee of -- the PTA at the school site. Still another plus for using the school site as a base for the support group is that teachers and parents can coordinate home-school interventions. And, finally, parents' ongoing contact with the school their child is attending means that they can be directly involved in inservice or awareness-level training for regular education staff and students who are unfamiliar with severely disabled children.

As we've stressed, the support group is an essential part of the approach that Project REACH found most effective. Thus, the PACT explains in detail how to form the group and what its functions are likely to be. The PACT discusses parent advocacy work, training, and outreach and awareness education in the community. Detailed information is also provided on how to mobilize community service agencies, and develop the trainer of trainers model described in section A of this chapter.

10. A DESCRIPTION OF THE RESEARCH LITERATURE AND OTHER RELEVANT MATERIALS ON DISABILITY ISSUES

This section contains a set of abstracts of recent books and articles on disability issues. On the next few pages, a series of overview sheets briefly describe the themes of materials that were useful to REACH in carrying out the four major parts of the project: district-wide management and policy; curriculum development and evaluation; inservice; and parent/community participation.

A. Abstract Overview

Author & Title of Article	Theme of Article	Page	District-wide Management & Policy	Curriculum Development & Evaluation	Inservice	Parent & Community Participation
Abeson and Zettell, 1975. The end of the quiet revolution: Education for all handicapped children act or 1975	Legal background to P.L. 94-142; implications for implementarion	65	X			
Almond, et al., 1979. Mainstreaming: A model for including elementary students in the severely handicapped classroom	Volunteer program: non-disabled students working with students with severe disabilities	66		X	X	
Apolloni and Cook, 1978. Integrated programming at the infant, toddler, and preschool levels	Research and program description	67	X		X	
Brown, et al., 1979 A rationale for comprehensive longitudinal interactions between severely handicapped and nonhandicapped students and other citizens	Five arguments for and against integration presented in a point/counterpoint format	68		X		
Brown, et al., 1982. Opportunities available when severely handicapped students attend chronological age appropriate regular schools in accordance with the natural proportion	Discussion of two issues critical to providing educational services to severely handicapped students	69	X			
Brown, et al., 1977. Toward the realization of the least restrictive educational environments for severely handicapped students	Discussion of the characteristics of service delivery models currently in use for severely handicapped students	70	X			

Author & Title of Article	Theme of Article	Page	District-wide Management & Policy	Curriculum Development & Evaluation	Inservice	Parent & Community Participation
Dunlop, et al., 1980. Social interaction of exceptional and other children in a mainstreamed preschool classroom	Review of year-long study of social interaction in an integrated classroom	71	X		X	
Gilhool and Stutman, 1978. Integration of severely handicapped students: Toward criteria for implementing and enforcing the integration imperative of PL 94-142 and Section 504	Analysis of background and scope of PL 94-142 and Section 504	72	X			
Gottlieb, 1978. Observing social adaptation in schools	Essay suggesting a framework to study mildly dis abled children' social adaptation needs	73		X		
Guralnick, 1976. The value of integrating handicapped and nonhandicapped preschool children	Explores potential benefits of integration for handicapped preschool children	74		X		
Hamre-Nietupski and Nietupski, 1981. Integral involvement of severely handicapped students within regular public schools	Reviews methods for successfully integrating severely handicapped students into public schools	75	X	X		
Hutson, 1979. Inservice best practices: The learnings of general education	Describes a composite model of exemplary inservice education	76			X	
Keith, 1979. Behavior analysis and the principal of normalization	Implications of normalization on instruction	77	X	X		

Author & Title of Article	Theme of Article	Page	District-wide Management & Policy	Curriculum Development & Evaluation	Inservice	Parent & Community Participation
Knapczyk and Dever, 1979. The role of supervisory personnel in programs for the severely handicapped	Recommendations for training supervisory personnel	78			X	
Larson, 1977. Community services necessary to program effectively for the severely/profoundly handicapped	Advocacy for community-based care	79				X
McCormick and Goldman, 1979. The transdisciplinary model: Implications for service delivery and personnel preparation for the severely and profoundly handicapped	Describes three models of service delivery; advocates a transdisciplinary model	80	X		X	
Nordquist, 1978. A behavioral approach to the analysis of peer interactions	Essay on peer interactions	81	X		X	
Novak, et al., 1980. Social sills of children with special needs in integrated and separate preschools	Literature review on programs serving disabled children	82		X		
Raske, 1979. The role of general school administrators responsible for special education programs	Exploratory research case study to identify administrative functions in special education	83	X			
Raver, 1979. Preschool integration: Experiences from the classroom	Reviews methods for integrating severely disabled preschool children into a regular preschool program	84		X		

Author & Title of Article	Theme of Article	Page	District-wide Management & Policy	Curriculum Development & Evaluation	Inservice	Parent & Community Participation
Rychtarik and Bornstein, 1979. Training conversational skills in mentally retarded adults: A multiple baseline analysis	Description of conversational skills training program	85			X	
Snyder, et al., 1977. Integrated settings at the early childhood level: The role of nonretarded peers	Literature review with suggested teaching strategies	86	X		X	
Stainback and Stainback, 1982. The need for research on training nonhandicaped students to interact with severely retarded students	Describes a rationale for further research on training nonhandicapped students to interact with severely retarded peers	87		X		
Stainback, et al., 1981. Providing opportunities for interaction between severely handicapped and nonhandicapped studens	Practical ways to set up interactions between severely handicapped and nonhandicapped students	88		X		
Stainback and Stainback, 1981. A review of research on interactions between severely handicapped and nonhandicapped students	Reviews research on and discusses implications of interactions between nonhandicapped and severely handicapped studens	89	X	X		
Strain, et al., 1977. Effects of peer social initiations on the behavior of withdrawn preschool children	Research report to evaluate setting effect of peer-delivered social stimuli on isolated preschool children	90		X	X	

Author & Title of Article	Theme of Article	Page	District-wide Management & Policy	Curriculum Development & Evaluation	Inservice	Parent & Community Participation
Thomason and Arkell, 1980. Educating the severely/profoundly handicapped in the public scools: A side-by-side approach	Describes service delivery model of Albuquerque public schools	91	X		X	
Voeltz and Brennan, 1982. Analysis of interactions between nonhandicapped and severely handicapped peers using multiple measures	Research report discussing the outcomes of peer interactions developed through a "special friends" program for nondisabled and severely disabled students	92		X	X	
Voeltz, 1981. Effects of structured interactions with severely handicapped peers on children's attitudes	Research study reporting the effects of varying degrees of social contact with severely disabled peers on children's attitudes toward disabled persons	93		X	X	
Voeltz, 1980. Children's attitudes toward handicapped peers	Research study examining existing attitudes of regular education dhildren toward their severely handicapped peers	94		X	X	

B. ABSTRACTS

Abeson, A. & Zettel, J. (Serv Del'y)

The end of the quiet revolution: Education for all handicapped children act of 1975

Exceptional Children, 1977, 44(2), 114-128
28 refs

ABSTRACT

This article traces the history of litigation efforts to address the inadequacy of educational policy and practices in serving the handicapped. Efforts to redress illegal and inappropriate practices are described in the areas of exclusion, postponement, right to an education, inappropriate or incorrect classification (labeling), provision of inappropriate education, and inappropriate decision-making. The extensive management and finance aspects challenging the implementation of PL 94-142 are discussed in terms of the four basic rights of the handicapped: to education, to nondiscriminatory evaluation, to appropriate education, and to due process of law. Ramifications of the law are clarified by the authors and important relationships between PL 94-142 and Section 504 are pointed out. The authors conclude that it is essential for the education community to understand PL 94-142 and the reasons for its creation. They recommend that children in special circumstances (American Indian children, the abused and neglected, and those in foster care and juvenile homes) be paid special attention so as to insure that they are accorded the appropriate education to which they are now legally entitled.

Administrative issues (Implementation)
Advocacy
Legal issues (Section 504)

78

Almond, P., Rogers, S., and Krug, D. (Program Description)

Mainstreaming: A model for including elementary students in the severely handicapped classroom

TEACHING Exceptional Children, 1979, 11(4), 135-139
6 refs

ABSTRACT

The Autistic Education Program in the Portland, Oregon public schools provided a community-based, individualized instructional program for sixteen autistic children in a moderately sized elementary school. Volunteer students were trained in interactional skills and specific classroom procedures; they then contracted with an assigned teacher in one of three classes for autistic children. Trained volunteers taught preacademic tasks on an individualized basis, focusing on developing the language skills of the autistic student. At the year's end, 60 percent of all nonhandicapped students were involved in the program, and all autistic students had at least one personal encounter daily with a volunteer teacher. Favorable results included increased understanding and acceptance of handicapped students by nonhandicapped students as well as increased social contact. Positive daily attitudes of the school community were noted, as well. The authors conclude that the ultimate success of maintaining severely handicapped individuals within a community stems from the community members' willingness to live and work with the severely handicapped, as well as from a structured program for interaction.

Attitude (change)
Autistic (elementary)
Integration - effects
Peer training
Peer tutoring

79

Apolloni, T. and Cooke, T.P. (Research)

Integrated programming at the infant, toddler, and preschool levels

In M. Guralnick (Ed.), Early intervention and the integration of handicapped children. Baltimore: University Park Press, 1978, 147-165.
64 refs

ABSTRACT

This chapter reviews information obtained during the course of operating three county-wide, preschool intervention projects to provide integrated educational experiences to handicapped and normally developing children. Working from a research-service model, the effective instructional procedures of these programs include criterion-referenced assessment, daily intensive instruction in five curricular areas, and a high ratio of adults to children. A parent component employs 'transition programming,' wherein parents are trained to participate as educational agents at school and in their homes. The authors present the results of four studies they undertook to demonstrate the validity and feasibility of a 'peer imitation training' procedure developed for the program. The authors review the implications of existing knowledge on effective educational programming in this setting, and present them as recommendations applicable to researchers and relevant to educational program personnel. Research needs are seen to exist in the areas of the social and educational effects of integration for delayed and nondelayed children, and in improved research methods combining single subject and group designs. Concrete suggestions for programming positive social interactions between handicapped and nonhandicapped settings are offered in three areas: 1) teacher reinforcement; 2) materials and their use, and 3) grouping of children. In conclusion, the authors pose several questions for professionals with responsibility in integrated settings, and advocate the systematic collection and use of data gathered specifically to identify the effective teaching procedures necessary for successful integration practices.

Assessment instruments (social)
Integrated learning environment
Integration (Effects of)
Interactions (Promoting SD/ND)
Parent involvement
Peer training
Preschool
Research needs
Teaching procedures

(Progr Descr)

Brown, L., Branston, M.B., Hamre-Nietupski, S., Johnson, F.
Wilcox, B., and Greunewald, L.

A rationale for comprehensive longitudinal interactions between severely handicapped and nonhandicapped students and other citizens

AAESPH Review, 1979, 4(1), 3-14
4 refs

ABSTRACT

For severely handicapped students to function independently and productively in a variety of heterogeneous public school, postschool, and community environments, they and their nonhandicapped peers must be provided with comprehensive and longitudinal interactions during their educational years. Five arguments for and against this position are presented in a point/counterpoint format: arguments supporting minimal interactions between the severely handicapped and their nonhandicapped peers are presented as points; challenges to each position favoring maximal longitudinal interactions are presented as counterpoints. While both groups of students have not developed the skills necessary to interact constructively with each other, the authors conclude that high quality educational services provided over time will positively affect the general competence of the severely handicapped as well as the attitudes and values of the nonhandicapped.

Functional skills
Interactions - SH/NH

Brown, L., Ford, A., Nisbet, J., Sweet, M., Donnellan, A.,
and Gruenewald, L. (Serv Del'y)

Opportunities available when severely handicapped students attend chronological age appropriate regular schools in accordance with the natural proportion

Madison: University of Wisconsin and Madison Metropolitan
School District, 1982

ABSTRACT

This paper addresses two issues critical to providing educational services to severely handicapped students: 1) the locations in which services are provided, and 2) the nature of these services. The authors discuss how the locations of services affect the range, quality, and nature of the services. The authors assert that it is in the best interests of all concerned for handicapped students to attend special education classes in chronological age-appropriate regular schools in their neighborhood. Reasons for this position are stated in terms of the accessibility of these locations, the opportunities they offer for maximal participation, and their cost-effectiveness. The authors conclude that the benefits to be derived from such a situation for handicapped and nonhandicapped alike would not otherwise accrue.

Administrative issues (Implementation)
Integration (Methods for)
Transdisciplinary model

82

Brown, L., Wilcox, B., Sontag, E., Vincent, B., Dodd, N., and Gruenewald, L. (Serv Del'y)

Toward the realization of the least restrictive educational environments for severely handicapped students

In L. Brown, J. Nietupski et al. (Eds.), Curricular strategies for teaching functional object use, nonverbal communication, problem solving and mealtime skills to severely handicapped students (Vol. VII, Part 1). Madison: Madison Metropolitan School District, 1977.
2 refs

ABSTRACT

This paper discusses the characteristics of service delivery models currently in use for severely handicapped students, and examines selected dimensions of these models in terms of their relation to the concept 'least restrictive educational environment.' These dimensions are: interactions with nonhandicapped age peers, representative ration between handicapped and nonhandicapped students, chronological age-appropriate educational environments, barrier-free environments, a functional and naturalized curriculum, approximate length and organization of the school day, equal access to school facilities and resources, approximate use of transportation time, and availability of ancillary services. The authors argue that separation of handicapped and nonhandicapped students is untenable, and they call for all educators to accept the challenge of developing and implementing educational delivery systems that maximize opportunities for all students to learn together the skills necessary for full participation in heterogeneous postschool environments.

Administrative issues (Implementation)
Integration (Methods for)
Transdisciplinary models

Dunlop, K.H., Stoneman, Z., and Cantrell, M.L. (Research)

Social interaction of exceptional and other children in a mainstreamed preschool classroom

Exceptional Children, 1980, 47(2), 132-141
28 refs

ABSTRACT

This study investigated the social interaction of handicapped and nonhandicapped children in an integrated, model preschool program. Twelve students were studied: six were selected by their teachers as likely candidates for special education classes if in a public school, and six randomly selected nonhandicapped children formed the contrast group. Observational and sociometric techniques were used. The project-developed observation instrument focused on 26 behaviors in four categories. Sociometric measures included a saliency task and a 'happy faces' task. Each child was observed in randomly determined order twice weekly for six months. Data were generated on specific types of interaction and peer or adult targets of interaction. Results of multivariate and univariate analyses indicated the following: 1) There were minimal differences between handicapped and nonhandicapped children in overall proportion of time spend in solitary activities, dominant and cooperative interactions, and adult-child interactions; 2) The two groups changed differentially over time in their solitary and dominant activities and were more similar in the final time period, and 3) There were significant differences over time in the two groups' proportions of interactions with handicapped peers, nonhandicapped peers, and mixed groups of both--resulting in a notable increase in homogeneity between the two groups. The authors suggest that young handicapped children can be provided with multiple opportunities for developing social competencies in an integrated and structured environment.

Assessment instruments (social)
Integrated learning environment
Preschool
Social interaction

Gilhool, T.K. and Stutman, E.A. (Serv Del'y)

Integration of severely handicapped students: Toward criteria for implementing and enforcing the integration imperative of PL 94-142 and Section 504

Philadelphia: Public Interest Law Center of Philadelphia, 1978

ABSTRACT

This article examines the meaning and scope of the integration imperative as specified by PL 94-142 and Section 504 in terms of the following issues: 1) their historical context; 2) the legislative history of these enactments; 3) the social and educational facts which informed congressional action; 4) the court cases that generated these laws and to which Congress had reference, and 5) the court cases and federal regulations to interpret and apply these laws. In the second part of this document, the implementation and enforcement mechanisms necessary to accomplish the mandated integration are specified. In particular, the central measure of compliance and the insufficiency of individual process mechanisms to secure integration are discussed in full.

Administrative issues (Implementation)
Legal issues (Section 504)

Gottlieb, J. (Research)

Observing social adaptation in schools

In G. Sackett (Ed.), Observing behavior: Theory and application in mental retardation (Vol. I). Baltimore: University Park Press, 1978, 285-309.
56 refs

ABSTRACT

This chapter outlines an overview of conducting social adaptation research in an educational setting and emphasizes the importance of arriving at a refined framework for viewing social adaptations before proceeding to detailed and sophisticated observational methodology. Elements of the framework from which to study social adaptation in the schools include: the behavior and characteristics of the handicapped child and the nonhandicapped peer group, the influence of the classroom teachers, and the environmental context in which the interactions occur. The framework indicates many areas where the knowledge of social adaptation is seriously limited--the effect of the handicapped child's communication deficits on the perceptions of the teacher and peers, for example. Concluding that there is a relative neglect of the role of peer group characteristics, teacher reactions, and setting influence, the author asserts that because these factors are so interrelated, a greater understanding of each should be sought before research moves toward more detailed observational methodology, sophisticated research designs, and expense.

Mentally retarded students
Social skills development
Research needs

18

Guralnick, M.J. (Research)

The value of integrating handicapped and nonhandicapped preschool children

American Journal of Orthopsychiatry, April 1976, 236-245
32 refs

ABSTRACT

This paper explores the potential benefits to handicapped children from observing and interacting with peers. A conceptual and empirical framework of procedures to promote the development of handicapped perschool children is presented. After reviewing studies on the integration of handicapped with nonhandicapped students, the autnor suggests that the way interactions are systematically guided or encouraged is a critical element in positive interactions. Examination of the studies revealed three effective strategies to promote interaction: planning, using peers as change agents, and using older peers as resources to promote social play and language usage. The author proposes the following critical variables as elements in research and programming for integrated settings: 1) the chronological age of the peer group; 2) the level of handicapped children's observational skills; 3) which types of behavior are more susceptible to change through peer modeling and reinforcement; 4) how to structure the modeling context; 5) characteristics of the handicapped children and the severity of their handicaps; and 6) characteristics of the models as educational and therapeutic resources.

Integrated learning environment
Integration (Effects of; Methods for)
Interactions (Promoting SD/ND)
Peer tutors
Preschool
Research needs

Hamre-Nietupski, S. and Nietupski, J. (Serv Del'y)

Integral involvement of severely handicapped students
within regular public schools

The Journal of the Association for the Severely Handicapped,
1981, 6, 30-39
7 refs

ABSTRACT

A comprehensive array of formal and informal methods are presented for promoting positive interactions between severely handicapped students and their nonhandicapped peers. Directed toward faculty, students, and parents, these 23 strategies include preintegration activities, systematic integration procedures, and suggested opportunities for parent involvement at several levels. Such ongoing, systematic efforts are required to ensure that the least restrictive educational environment is prepared and maintained for severely handicapped students so they can become an integral part of the schools they attend.

Integrated learning environment
Interactions (promoting SD/ND)

Hutson, H. (Serv Del'y)

Inservice best practices: The learnings of general education
(Unpublished manuscript)

Bloomington, IN: Indiana University, National Inservice Network,
1979

ABSTRACT

This paper describes a composite model of exemplary inservice education practices culled from a range of sources and basic references in the field. The findings are synthesized into a thematic listing to reflect the 'best thinking' about best inservice practices. Three domains of inservice are differentiated: the procedural, the substantive, and the conceptual; fifteen 'best practices' in inservice education are summarized. In the procedural domain, best practices are listed by functions of control of, support of, and delivery of inservice. In the substantial domain, best practices cover dimensions of content and practice. In the conceptual domain, best practices follow a developmental model and are an integral part of the total school program.

Administrative issues
Inservice practices

Keith, K.D. (Serv Del'y)

Behavior analysis and the principle of normalization

American Association for the Education of the Severely/Profoundly Handicapped (AAESPH) *Review*, 1979, 4(2), 148-151
12 refs

ABSTRACT

This paper discusses the multiple applications of the term 'normalization' in the field of developmental retardation: It is thought of as a theory, a technique, a philosophy, a system, a principle, and a statement of ends to be achieved. The author stresses a point that the use of the phrase, 'as culturally normative as possible,' is an important observation for program designers when distinguishing between exceptional means and normative means. The author argues that both approaches be thought of as part of a continuum of intervention leading from the use of initial special techniques toward more standard, 'normalized' procedures in the treatment of the severely handicapped. The author calls for an examination of the effects of normal means in treatments, and suggests that it is critical to recognize the tradeoff existing between the selection of the most culturally normative *behavior* possible or the most culturally normative *means* possible.

Normalization

Knapczyk, D.R. and Dever, R.B. (Serv Del'y)

The role of supervisory personnel in programs for the severely handicapped

American Association for the Education of the Severely/Profoundly Handicapped (AAESPH) Review, 1979, 4(4), 346-353

ABSTRACT

This article discusses the problems faced by school systems as they attempt to implement the legislation mandating them to provide appropriate educational programs for the severely handicapped. Problems cover a wide range of concerns: to identify those persons not currently receiving services; to design and evaluate a continuum of services suggested by leading educators; to provide on-going support to instructional personnel, and to form a liaison between students and parents served by the programs. The authors recommend that supervisors of educational programs for the severely handicapped receiving training in the following areas: 1) curriculum development based on needs of the handicapped and coordinated with community resources and uses; 2) skill development in approaches to implementing new curriculum; 3) ways to provide consultation support for classroom teachers; 4) how to coordinate the multidisciplinary school services needed within each school, and 5) what constitutes the design of least restrictive learning environments.

Administrative issues (Implementation)
Inservice (For integration)
Integration (Methods for)

Larsen, L.A. (Serv Del'y)

Community services necessary to program effectively for the severely/profoundly handicapped

In E. Sontag (Ed.), Educational programming for the severely handicapped. Reston, VA: The Division on Mental Retardation for Exceptional Children, 1977, 17-30
82 refs

ABSTRACT

This paper makes a case for community-based alternatives over institutionalization as the preferred approach to providing services for the severely and profoundly handicapped. Three priorities for treating this population are seen to exist: 1) to prevent institutionalizing by providing alternative community services; 2) to return institutionalized handicapped persons to the community through tailored and improved services, and 3) to provide humane care for those who must be retained in institutions. The author discusses three major components for meeting the extensive and diverse needs of the handicapped: early identification and intervention, access to public school services, and establishment of community residential services providing short or long-term care. Three ancillary community services to enhance the services to the handicapped are presented; they are extensive family counseling for parents of the handicapped, a variety of in-home services to aid parents in caring for their child at home, and protective services--operational advocacy, personal or case advocacy, and legal advocacy--to make human services responsive to human needs. The author concludes that a number of model programs exist which can be adapted and emulated by other states and regions to create comprehensive and effective services in community settings. Finally, the author calls for a creation of a service network so that present knowledge and technology can be used effectively to meet the needs of this population.

Community-based programs
Deinstitutionalization

McCormick, L. and Goldman, R. (Serv Del'y)

The transdisciplinary model: Implications for service delivery and personnel preparation for the severely and profoundly handicapped

American Association for the Education of the Severely/Profoundly Handicapped (AAESPH) Review, 1979, 4(2), 152-161
9 refs

ABSTRACT

Three major service delivery models (multidisciplinary, interdisciplinary, and transdisciplinary) are reviewed and discussed in terms of the advantages and disadvantages of each as a means of delivering services to the handicapped. Of the three, the transdisciplinary model is preferred. In this model, team members serve as consultants to one primary service implementor, and the resulting distribution across discplines of the responsibilities for service is seen as the more equitable and efficient treatment. The authors recommend that specific skills in curriculum and program development based on a functional understanding of applied behavior analysis be emphasized in professional training for transdisciplinary service. In addition, it is further recommended that potential members of a transdisciplinary team learn interpersonal relationship skills along with elements involved in group process and the dynamics of team decision-making.

Administrative issues (Implementation)
Transdisciplinary models

Nordquist, V.M. (Research)

A behavioral approach to the analysis of peer interactions

In M. Guralnick (Ed.), Early intervention and the integration of handicapped and nonhandicapped children. Baltimore: University Park Press, 1978, 53-85.
94 refs

ABSTRACT

This chapter reviews research on early peer interactions from 1920-1975, noting gaps in the literature as to procedures teachers might apply to develop peer interactions between handicapped and nonhandicapped students. Teachers are directed to turn to the behavioral literature for useful strategies to promote integration, and the author suggests several particular procedures to try in an integrated setting: 1) Those which draw teachers' attention to peer aggression and peer withdrawal, particularly when using confederate peers to prompt interactions; 2) Those which are effective in facilitating peer interaction; 3) Those which train nonhandicapped children to model and reinforce interactive responses from handicapped students, and 4) Those which consider the physical and spatial events that affect the range and probabilities of peer interaction. The author discusses the challenge to the operant condition view of peer interactions by considering together the questions of durability, setting generality, and behavior covariation. The author recommends that methodological strategies of behavior analysis should include the measurement of multiple behaviors in several settings over longer periods of time.

Behavior (Analysis of)
Integration (Methods for)
Interactions (Promoting SD/ND)

94

Novak, M.A., Olley, J.G., and Kearney, D.S. (Research)

Social skills of children with special needs in integrated and separate preschools

In T. Field (Ed.), High risk infants and children: Adults and peer interaction. New York: Academic Press, 1980, 327-346.
35 refs

ABSTRACT

This article examines two decades of literature on handicapped children in terms of its focus on the cognitive vs. the social defects of this population. Claiming that existing literature in the social skills of handicapped children is directed to issues of remediation rather than in assessment, the authors generate information on the social patterns of handicapped children in preschool settings. Their aim is to identify patterns of behavior used for risk assessment and to develop appropriate therapeutic manipulations. Children in five different preschool settings (two of which were segregated) were observed for three years in free-play periods. Results of the observations suggest that handicapped children do exhibit deficits in social behavior, and that certain behavior patterns may be used to identify such deficits regardless of the differences in setting or handicap. The authors discuss the advantages and disadvantages of using a naturalistic or ethological method, and describe the three scoring instruments used in this research: a behavioral profile system, a social interaction system, and a 'social clustering patterns' system. The authors conclude that play patterns, social interactions, and physical spacing are good markers for assessing social competencies. The authors recommend making initial remediation efforts to minimize social deficits of severely handicapped children, and suggest the following specific strategies to facilitate social interaction: 1) to provide integrated settings; 2) to modify the play setting accordingly, and 3) to use naturalistic observation techniques to assess social competencies at the program's outset and at periodic intervals during and after the program.

Assessment instruments (Of attitudes; Of behavior)
Integration (Methods for)
Preschool
Social competence

Raske, D.E. (Serv Del'y)

The role of general school administrators responsible for special education programs

Exceptional Children, 1979, 5, 645-646
5 refs

ABSTRACT

This article describes a study to identify the administrative functions in special education performed by general school administrators resulting from the passage of PL 94-142. Questionnaires were distributed to superintendents, assistant superintendents, directors of general education, and principals in 29 school districts in Michigan. Data were collected as to the kinds of tasks performed in carrying out special education requirements, and the amount of time expended to accomplish these tasks. Results indicated that school administrators spend nearly 15 percent of their time performing fifteen specific tasks in special education. Directors of special education services allocate nearly 100 percent of their administrative time to accomplishing these same special education duties. The author recommends that state legislatures should mandate that all general school administrators take at least one course in special education. A further recommendation is that inservice workshops to simuluate administrative tasks in special education would benefit the administrators who carry out these duties.

Administrative issues (Implementation)
Inservice (For integration)

Raver, S.A. (Research)

Preschool integration: Experiences from the classroom

TEACHING Exceptional Children, 1979, 12(1), 22-26
16 refs

ABSTRACT

The author summarizes applications from research findings with regard to facilitating positive behavioral, attitudinal, and emotional development of preschool children in integrated classrooms. Significant findings from this review are listed in terms of their pertinent educational applications: 1) That placement of handicapped and nonhandicapped children in the same environment does not necessarily result in cross-group peer interaction; 2) That direct teaching of imitative techniques facilitates cross-peer interaction; 3) That children prefer to play with others who function at a similar level; 4) That reciprocal peer imitation increases general positive social relationships; 5) That nonhandicapped children do not naturally imitate handicapped children unless it is required and appropriate; 6) That duplicate sets of familiar materials facilitate imitative play; 7) That dyads and triads lend themselves to peer imitation training groups, and 8) That generalization occurs when teacher reinforcement is sustained. Generalization is also affected by the quality of adults' attitudes and responses toward all children, as well as the provisiion of a natural environment and programming for a higher level of motor and verbal imitation.

Generalization
Integrated learning environment
Preschool
Teaching procedures

97

Rychtarik, R.G. and Bornstein, P.H. (Research)

Training conversational skills in mentally retarded adults:
A multiple basline analysis

Mental Retardation, 1979, 17(6), 289-293
27 refs

ABSTRACT

This article describes the result of a conversational skills training program for mildly mentally retarded adults. Each subject (N=3) participated in three 1½-hour training sessions on three consecutive days; fifteen undergraduate students served as conversants. All conversations between subjects and conversants were videotaped to record target behaviors. Random samples of one-third of the conversations were independently and unobtrusively monitored. The effect of the instructional package was analyzed using a multiple baseline condition across three target behaviors: eye contact, conversational questions, and positive conversational feedback. For two of the three subjects, results indicated that although there were substantial increases in target behaviors with sequential introduction of the treatment strategy, overall conversational ability showed no practical improvement. The authors discuss the findings in terms of the methodological advances of the design. They conclude that although this training package effected an increase in conversational behaviors, the generality of effects across subjects could not be documented at this time. Future research in empirical verification of target behaviors during baseline is recommended.

Generalization
Language development
Mentally retarded students (Adults)
Research needs

Snyder, L., Apolloni, T., and Cooke, T.P. (Research)

Integrated settings at the early childhood level: The role of nonretarded peers

Exceptional Children, 1977, 43(5), 262-266
28 refs

ABSTRACT

Implications of recent studies that have investigated procedures for structuring peer imitation and peer reinforcement at the preschool level are discussed. Analysis of these studies reveals that integrated settings do not necessarily result in increased cross-group imitation and social interaction between handicapped and nonhandicapped children. The authors assert that teaching procedures designed to foster these effects are needed if retarded and other handicapped children are to benefit optimally from integrated school programming. Four models are proposed to promote interaction in integrated settings; within each model, specific teaching tactics are presented to ensure their success. These models are: peer modeling, generalized imitation, reinforcing agent, and interpersonal relationship. The authors discuss the implications for research to be drawn from this discussion in terms of four questions which merit further investigation: 1) systematic planning and programming of the desirable setting and procedures to identify for integration to take place; 2) the generalized effects to both groups of placement in integrated settings; 3) the potential effects of early integration on nonretarded participants, and 4) the influence of programming on the attitudinal and affective development of retarded and nonretarded participants.

Integration (Effects of; Methods for)
Interactions (Promoting SD/ND)
Research needs

99

Stainback, W. and Stainback, S. (Research)

The need for research on training nonhandicapped students
to interact with severely retarded students

Education and Training of the Mentally Retarded, 1982, 17(1), 12-16
27 refs

ABSTRACT

Existing research is reviewed in the training of nonhandicapped peers and a rationale for their training is outlined. Specific reasons offered by the authors to support peer training are offered. It is argued that social preference behaviors of the nonhandicapped need to be modified, that it is potentially limiting to focus all training on those who are not considered socially competent, and that the likelihood exists for effective generalization when the nonhandicapped are trained. Other reasons offered to support the authors' position for training of nonhandicapped peers are that they will be future employers of the retarded. The authors conclude that there is a need to determine whether training the nonhandicapped is a necessary and effective variable in reaching the goal of severely retarded/nonhandicapped interactions. They suggest that a priority area for future research is training of the nonhandicapped to interact with severely retarded students.

Peer training
Research needs

Stainback, W., Stainback, S. and Jaben, T.

(Progr Descr)

Providing opportunities for interaction between severely handicapped and nonhandicapped students

TEACHING Exceptional Children, 1981, 13(2), 72-75
13 refs

ABSTRACT

The authors suggest that opportunities for interaction between severely handicapped and nonhandicapped students can be provided at all levels of schooling. They outline three methods of interaction (cooperative work projects, prearranged joint play, and training in human differences) as examples of how interactions can occur. Specific methods to foster such interactions depend on a variety of factors: ages, level of cooperation of special education and regular education teachers, and the school's organizational structure. The authors conclude that structured procedures are needed to encourage and reinforce teachers, to show nonhandicapped children how to model, reinforce, and prompt socialization skills, and to instruct handicapped students in ways of initiating and responding to interactions with and by severely handicapped students.

Integration (methods)
Interactions (promoting SD/ND)
Integration (methods)
Peer tutoring

Stainback, W. and Stainback, S. (Research)

A review of research on interactions between severely handicapped and nonhandicapped students

The Association for the Severely Handicapped Journal, 1981,
6, 23-29
27 refs

ABSTRACTS

The authors review recent research concerning interactions in integrated settings in light of four topics: interactions that occur; the influence of these interactions on the students involved; the communication characteristics of the interactions, and ways to promote interactions. They also examine studies that discuss interactions between the severely handicapped and their mildly handicapped and nonhandicapped peers. The authors conclude that promoting interactions between severely handicapped and nonhandicapped students constitutes a feasible educational objective that can produce benefits for both groups. The authors suggest future research directions in three general areas: 1) Procedures to promote interactions between severely and nonhandicapped students; 2) Frequency and types of interaction to be promoted, and 3) Longitudinal research with students of various chronological ages in a variety of settings.

Integrated learning environment
Interactions (promoting SD/ND)
Research needs

Strain, P.S., Shores, R.E., and Timm, M.A. (Research)

Effects of peer social initiations on the behavior of withdrawn preschool children

Journal of Applied Behavior Analysis, 1977, 10(2), 289-298
21 refs

ABSTRACT

This paper describes a study to evaluate the setting effect of peer-delivered social stimuli on the social behavior of isolate preschool children. Subjects were six behaviorally handicapped boys (aged 39-53 months) from a private treatment center, and two confederates (aged 47-48 months) with good social skills from another program in the same facility; both were selected after a prebaseline observation phase. Subjects were grouped into two triads for the withdrawal of treatment design; peers (one for each triad) were trained to make few social approaches to the subjects during baseline, but to increase the approaches during interventions. An observation procedure to measure continuous dyadic interactions was used to record two classes of interactive behavior (motor-gestural and vocal-verbal); two categories of teacher behavior were also recorded. Using parametric measures, major results of the data analysis showed the following: 1) the intervention procedures employed increased the positive social behaviors of all subjects; 2) five of the six subjects increased the frequency of initiated positive social behaviors, and 3) differential effects were produced in direct relation to the subjects' initial repertoire of social behaviors. The authors discuss the findings in terms of the careful instruction and programming of peers that is required to effective positive social interactions, and of what factors influenced the success of vocal-verbal initiations in particular. The authors conclude that precise behavioral assessment and tailored treatment procedures are necessary to remediate social response deficits of withdrawn children.

Assessment instruments (Behavior)
Integration (Methods for)
Interactions (Promoting SD/ND)
Peer training
Preschool

103

Thomason, J. and Arkell, C. (Serv Del'y)

Educating the severely/profoundly handicapped in the public schools: A side-by-side approach

Exceptional Children, 1980, 47(2), 114-122
5 refs

ABSTRACT

This article describes the service delivery model conceived and implemented by the Albuquerque public schools to provide integrated educational services for severely and profoundly handicapped students. Desegregated programs are housed in 'side-by-side' sites throughout the district, and handicapped students are educated alongside nonhandicapped students on regular school campuses appropriate to their chronological ages. Eight to fourteen classes are located in one elementary, middle, or high school campus. The authors assert that side-by-side sites emphasize a continuum of integration experiences, including the mainstreaming of general education students into the handicapped classes. The authors cite the following distinguishing features that characterize the model and are crucial to its success: 1) sixty to eighty students per site; 2) a systems orientation; 3) a continuum of integration services; 4) on-site special education administration; 5) comprehensive medical support; 6) expanded janitorial services; 7) architectural and psychological accessibility; 8) transportation considerations; 9) staff and community preparation, and 10) on-going technical assistance. A rationale for the success of each of these features is presented, and each is discussed in terms of the advantages it presents as a strategem to integrate severely handicapped students into regular education settings.

Integration (Methods for)
Transdisciplinary model

Voeltz, L.M. and Brennan, J.

(Research)

Analysis of interactions between nonhandicapped and severely handicapped peers using multiple measures

Paper presented at the 6th International Congress of the International Association for the Scientific Study of Mental Deficiency (IASSMD), Toronto, August 1982.
17 refs

ABSTRACT

This paper focuses on the nature of peer interactions developed through a 'Special Friends' program for nonhandicapped and severely handicapped children in five public elementary and intermediate schools in Hawaii. Findings from three previous evaluation reports are highlighted: the nature of interactions with severely handicapped children, the self-esteem of nonhandicapped children who interact with severely handicapped children, and if the interaction is perceived by the nonhandicapped child as a friendship or caregiving situation. Findings are based on the behavioral observation of peer and teacher-child dyads and a variety of interview and rating measures administered to the children: 1) The Social Interaction Observation System (SIOS) to monitor categories of behavior; 2) Self-ratings completed by participant and nonparticipant regular education children at four of the schools, and 3) A friendship survey. Results of analysis support the need for multiple measures and strategies to obtain information regarding the effects of interaction between these two groups. The authors conclude that dependence on one scale alone prevents gathering richer information that multiple measures provide. Much information is still needed for the design of future intervention efforts to facilitate children's adjustment to this social change.

Assessment instruments (social)
Elementary
Interactions (between SD/ND)
Special Friends

Voeltz, L.M. (Research)

Effects of structured interactions with severely handicapped peers on children's attitudes

American Journal of Mental Deficiency, 1982, 86(4), 380-390

ABSTRACT

This study is a follow-up to an earlier study on the effects of varying degrees of social contact with severely handicapped peers on children's attitudes toward handicapped persons. This study reports the effects of an additional year of a special program in structured social interaction. An attitude survey was administered to students in Grades 4-6 from five elementary schools in Hawaii. Schools were selected to represent the level of contact with severely handicapped students: no contact, low contact, and high contact. In factor analysis of the survey results, five factors were revealed: social-contact willingness, two dimensions of actual contact, and two dimensions of deviance consequations. Highest acceptance scores were consistently obtained for the high-contact level, with the low-contact level second and the no-contact level showing the lowest responses. Girls were significantly more accepting across the total sample and at each level of contact on every dependent measure, both pre- and post-test. The authors discuss results in terms of providing additional support for the use of structured social interactions between regular education children and their severely handicapped peers in school settings. Further research is warranted to explore the nature of children's reactions and to prepare them for interacting with one another.

Assessment instruments (social)
Attitudes (toward SD)
Children's friendships
Special Friends

Voeltz, L.M.

(Research)

Children's attitudes toward handicapped peers

American Journal of Mental Deficiency, 1980, 84(3), 455-464
25 refs

ABSTRACT

Existing attitudes of regular education children toward their severely handicapped peers were studied as the movement of severely handicapped children into regular education classrooms began. Five elementary schools (Grades 2-6) and two elementary schools (Grade 7 only) in Hawaii participated in the study; 2,636 students responded to the attitude survey administered. Schools were selected to represent three levels of contact with severely handicapped children: no-contact, low-contact, and high-contact. The high-contact school had participated in a one-semster 'Special Friends' program to promote positive peer interaction between the two groups. Factor analysis of the survey responses revealed four factors underlying attitudes toward severely handicapped students: social-contact willingness, deviance consequation, and two actual contact dimensions. Upper grade children in the high-contact schools expressed the most accepting attitudes toward their severely handicapped peers. Upper grade children in the low-contact schools were more accepting than lower grade children in the same school. All children from the no-contact school scored the lowest, but showed an increased tendency toward acceptance from Grades 2 upward. Girls at the high-contact school scored highest in attitudes of acceptance. The author discusses the results in terms of the challenges presented in designing interventions to increase positive interactions between nonhandicapped and severely handicapped children, stemming from the changing nature of nonhandicapped children's attitudes. The author discusses contradictory data in the study in terms of the comparative data on intelligence as a variable in attitude measurement. The author concludes that educators must be determined to give all children the opportunity and necessary assistance to develop positive interaction patterns in integrated school settings.

Assessment instruments (social)
Attitude (change)
Interactins (promoting SD/ND)

GLOSSARY

Age appropriate: The placement of severely disabled students on regular education campuses with nondisabled classmates of the same chronological age.

Dispersed: This word refers to equal distribution of special education classrooms throughout a school or district. It is critical to the success of integration to avoid placing special education classrooms in one wing or next to each other.

Environments: Physicaly-defined areas where students participate in a number of activities.

Functional life skills curriculum: An educational program that's based on what nondisabled peers need to know to live as independently as possible in school, home, and community environments.

Individualized Education Program (IEP): (Definition taken from *A handbook for parents of special children*. Developed by the Department of Special Education, San Diego City Schools.) A written statement, developed by the assessment team that translates evaluation data on a child into a practical plan for instruction and delivery of service.

Integrated sites: School sites where severely disabled education programs and regular education programs are operating.

Least Restrictive Environment/Alternative (LRE/A): (Definition taken from *A handbook for parents of special education children*. Developed by the Department of Special Education, San Diego City Schools.) Each disabled child is to be placed in a learning environment that most closely approximates the learning environment of his or her disabled peers in a regular classroom. Instruction should be delivered in a manner beneficial to the individual pupil. Occasionally the term Least Restrictive Alternative is used, which has the same meaning.

Nonambulatory: Not able to walk. Mobility is sometimes achieved through the use of wheelchairs or walkers.

Normalization: Heward and Orlansky (1980) [see Additional Bibliography] summarize normalization by stating:

> Normalization is not a single technique or set of procedures that is done to people, but rather an overriding philosophy. That philosophy says that mentally retarded persons should be both physically and socially integrated into the mainstream of society to the greatest extent possible, regardless of the degree or type of disability. As

belief in normalization grows among professionals and the public, the time gets nearer when all mentally retarded people can have humane and effective treatment in education.

Occupational therapy and occupational therapist (OT): According to Venn, Morganstern and Dykes (1979) [see Additional Bibliography]:

> The occupational therapist is concerned with the whole individual: his or her physical, social, and vocational needs. Self care skills, daily living activities, work, recreation, and leisure time are stressed in the therapy process. Occupational therapy is medically prescribed and professionally guided to aid the student in the recovery from an impairment. The control goal is maximum physical function and productivity.
>
> In the school, the occupational therapist functions as part of an interdisciplinary team that administers a program designed to fulfill the unique needs of each student. The occupational therapist works closely with the physical therapist, speech therapist, classroom teacher, and the student's family.

Physical therapy and physical therapist (PT): According to Venn, Morganstern and Dykes (1979) [see Additional Bibliography]:

> The physical therapist is concerned with the alleviation of pain and restoration of function in individuals who are disabled as a result of birth defect , disease or injury. Physical therapy is medically prescribed and uses such therapeutic procedures as exercise for increasing strength, endurance, coordination, and range of motion; stimuli to facilitate motor activities, especially ambulation; and the instruction in the application of physical agents to relieve pain or alter physiological status.
>
> In an educational setting, the physical therapist works closely with the child's parents, teachers, and other team members in the areas of exercise and proper procedures for lifting, transferring, and positioning so that the child can reach his or her maximum potential.

P.L. 94-142: Federal legislation passed in 1975 mandating a free and appropriate education for all children and youth, ages 3-21, regardless of their handicapping condition. This legislation describes six major components that contribute to the concept of a free and appropriate education: zero reject, nondiscriminatory assessment, individualized education programs (IEP), least restrictive environment, due process and parent participation.

Reciprocity: Takes turns and exhibits mutual or cooperative interchange with other player/s participating in a game or activity.

Segregated site: Severely disabled educational programs on facilities that are separate from regular education school sites.

Services for the visually handicapped (SVH): These include direct services to the visually disabled student and consulting services to the classroom teacher.

Speech therapy and speech therapist: A speech therapist is a qualified, credentialed professional dealing with articulation problems as well as language delay. Speech therapists working with severely disabled children should be well versed in developing functional language and communication programs that are directly related to environmental assessments and IEP goals and objectives. Therapy should be implemented in the classroom and integrated into the student's daily school program. The speech therapist is seen as a consultant who works directly with the teacher to assist the student in mastering age-appropriate, functional language and communication programs.

Task analyzed behavioral sequence: A skill or desirable set of behaviors that has been broken down into a series of steps, which can be taught sequentially. Thus, in teaching a child to eat with a spoon, the sequence might include picking up the spoon, scooping the spoon under a piece of food, bringing the spoon to her mouth without dropping the food, and eating the food on the spoon.

Vision specialist: A teacher who provides specialized instruction to students with such a degree of visual impairment that even with correction their educational performance is still adversely affected.

Wholistic or Holistic: Synthesizing the existing knowledge on integration into key modular components so that they convey a comprehensive picture of integration.

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